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ABSTRACT

The book contains information on approximately 600 manufacturers of toys and games, 275 instructional kits, and 80 activity guides designed for use with the young handicapped child. It is explained that the information was compiled through correspondence with projects, agencies, state departments of education, manufacturers, parents, and professionals, as well as the National Center on Educational Media and Materials for the Handicapped and the Council for Exceptional Children Information Services Unit. Discussed are such toy and game considerations as safety, maintenance, construction, and the relationship between the product and the child's developmental level; and described are materials from approximately 600 manufacturers. A checklist is provided for selecting instructional kits, and a chart is included with cost, age, developmental skill areas, subject areas, format and component descriptions for approximately 275 instructional kits. The final chapter recommends selection criteria for activity guides, and contains an annotated listing (with construction plans, illustrations and suggestions of common household materials) of more than 80 activity and curriculum guides. (CL)

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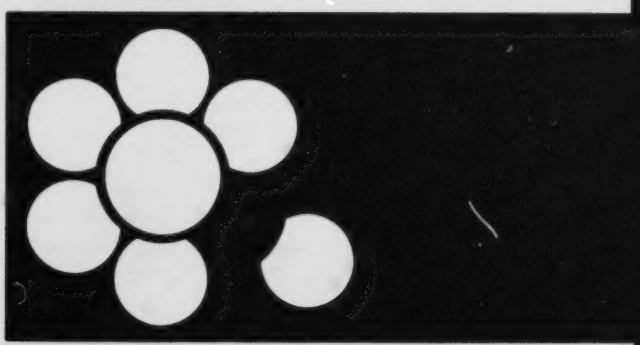

Birth through Early Childhood

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U.S. Office of Education
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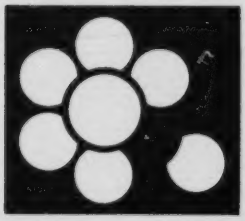

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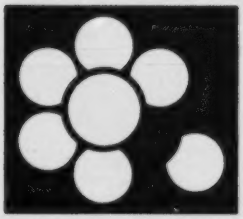


Anyone who has attempted to identify and synthesize the amount of educational products available even on a local, state, or regional level readily appreciates the herculean task involved, and yet it is felt that this report reflects to a great extent such an accomplishment, even more so since it was completed on a national level.

This report could not have reached the magnitude of its comprehensiveness without the assistance of many individuals and their conscientious efforts. The progress of the report was monitored closely by Dr. Max Mueller, Chief, Research Projects Branch, BEH, and his insight into and suggestions about the material enhanced the contents of the report. Mary Jane DeWeerd, Coordinator, Handicapped Children's Early Education Program, BEH, critically reviewed the manuscript at its various stages and was often responsible for keeping things in perspective. Her candid comments were gratefully appreciated.

Both May Aaronson, Program Specialist, NIMH, and Oralie McAfee, Education Commission of the States, offered a reservoir of resources and contacts, as well as comments regarding the final manuscript. Jan Jelinek, Project T.A.P.P., University of Wyoming, offered technical assistance.

The enthusiasm of the four research assistants, Ellen Stearns, Karen Harms, Georgia Martinez, and Dennis VanVliet made the long hours all worthwhile, and they are to be commended for their perseverance and ability to search out the unsearchable and find it. Special recognition goes to David Scorse who volunteered many hours for both suggestions and additional resources.

Through the cooperation of Mary Jane Bragg, Coordinator, References Services, and Marie Holman, Library at California State University, Fullerton, the storage and cataloging of the materials

were facilitated. The Associated Student Senate, CSUF, supplied financial support to send one research assistant to a national convention for the purpose of obtaining additional research materials.

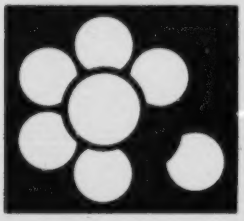
When the data were all collected in rough draft, the typist, Robyn Campbell, added her expertise and put it all into a manuscript form. Her manner and patience and her organizational abilities were gratefully appreciated. Responsible for the design of the book and its ultimate printing was G. Donald Gale, managing editor of Olympus Publishing Company. Sybil H. Clays, senior editor for Olympus Publishing Company, was able to add considerable clarity and flow to the raw data and to make the text more readable.

This report could not have been completed if it had not been for the conscientious "letter openers" who directed our inquiries to the proper sources within their organizations (manufacturers, project directors, state departments of education, private agencies, and so forth). The responses were gratifying, and many responded, giving as much detail as was available.

Finally, to JoAnn Thorum who didn't complain during the occupation of her husband's time on this report or to the volume of materials that filled every nook and cranny of her home and who rallied round and assisted both in the production and morale aspects of the project, my heartfelt appreciation.

Arden R. Thorum
Project Director
September 1975

Introduction



Since its inception, the Bureau of Education for the Handicapped has worked to stimulate development of early childhood education programs. As a result of these efforts and other initiatives, many federal, state, and local agencies have responded and implemented various types of programs to serve the young handicapped child. As a result of this national response, a substantial amount of data concerning various aspects of these programs have accumulated. Aspects include training, assessment, instructional strategies, curriculum materials, evaluation, and so forth.

Since many of the programs were original in nature, it was not uncommon to observe great diversity as well as some overlapping in total programming. It became apparent that there was a need to identify the various components of these programs and to synthesize this information so that others may be aware of what is available and, where applicable, develop similar programs or enhance existing ones.

In the area of early childhood education for the handicapped, one of the components which needed to be researched and to have the information integrated, synthesized, and reported was that of the use of instructional materials, including games and toys, as part of the vehicle used to provide young children with learning experiences. The use of games and toys is reported in some of the earliest literature about early childhood education and has become one of the most widely used support systems since it was felt that

the use of toys and games was compatible with the goals and objectives of the programs.

Statement of Purpose

The purpose of this study is to report the desirable characteristics of toys and games, instructional kits, and curriculum guides which may be used with the young handicapped child. In addition, an annotated bibliography for each of the above categories, which indicates where such materials may be obtained, is included.

This book is not intended to advertise sources or products, but, rather, to point out the types of educational materials available and their sources. With such information on hand, the instructional materials used within programs for the handicapped should be easier to identify, obtain, and use, thereby, enhancing the services provided to young children.

Definition of Terms

This study uses the following definitions as guidelines:

(1) *Handicapped:* Includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who, by reason thereof, require special education and related services. The term includes children with specific learning disabilities to the extent that they are health-impaired children who, by reason thereof, require special education and related services.

(2) *Early childhood education:* Educational services provided for children ranging in age from birth through six years of age. In the case of the handicapped children, this age range may be extended in some cases.

(3) *Literature:* Includes but is not limited to professional journal articles, newspaper and magazine feature articles, abstracts, monographs, books, special reports, and so on for the past ten years.

(4) *Instructional material:* Devices which are used to promote concepts and behavior which will enhance the child's educational development as reported in the literature. These devices include

(a) Commercially developed entertainment toys and games which have been adapted to serve as educational devices.

(b) Commercially developed educational toys and games specifically developed to increase certain aspects of the child's educational development.

(c) Staff- or parent-developed educational toys and games which were designed to meet the needs of the child in lieu of commercial products. This includes common household items and free or inexpensive materials.

(d) Commercially developed educational kits such as Peabody Language Development, Far West Toy Lending Library, Distar, and so on which state as their purpose to aid in the remediation of different handicapping conditions.

Boundaries and Limitations

Information concerning instructional materials was obtained through the following channels:

(1) Educational Resources Information Center (ERIC) research of the literature regarding instructional materials for exceptional children (ages birth through eight years) in cooperation with the Council of Exceptional Children Association

(2) Correspondence with each state department of special education

(3) Correspondence with federally funded early childhood education programs for the handicapped

(4) Correspondence with private and nonprofit agencies which have a vested interest in the handicapped (United Cerebral Palsy, American Printing House for the Blind, and so forth)

(5) Correspondence with manufacturers of toys and games

(6) Correspondence with many professionals and parents who have expertise in the area of instructional materials from a consumer point of view

As each of these sources reponded, the information they contributed was identified, synthesized and became the major content of this publication.

It was not possible to conduct an intensive evaluation of the instructional materials mentioned within this study. It was not the design of the study to provide this type of information. To do so would have required field testing and data collection of longi-

tudinal experimentation. An attempt has been made to provide the sources where such educational products may be obtained and to provide a cursory description of the components of many of the products.

Two other major sources of information are the National Center of Educational Media and Materials for the Handicapped, and the Council for Exceptional Children Information Services.

For those not familiar with the National Center on Educational Media and Materials for the Handicapped, located at Ohio State University, it is recommended that contact be made with Dr. Samuel Ashcroft, project director. The role of the Center is to provide national leadership in the research, development, training, and dissemination activities related to the use of media, materials, and educational technology in the education of handicapped children, and to provide the national backup services required by local, state, and regional units—information services relative to instructional materials for children and media training materials for teachers, production and distribution assistance to creators whose efforts increase the materials supply, and clearinghouse functions for the nation's problems, ideas, and solutions in the realm of media for handicapped learners.

The Council for Exceptional Children Information Services comprehensively identifies and acquires English language literature on the education of handicapped and gifted children. Much of this literature is unavailable from commercial sources. The Council also has access to the ERIC files in other fields such as early childhood education, education of the disadvantaged, media and technology, and others. A major section includes curriculum guides and other "how to" publications. Information concerning these services can be obtained by contacting the Council, toll free, at (800) 336-3728, or by writing to: CEC Information Services, 1920 Association Drive, Reston, Virginia.

Many states also maintain a clearinghouse or an instructional materials center, and readers are encouraged to contact their state department of public instruction to find out more about such sources.

How to Use This Book

This book contains three chapters, the contents of which are arranged as follows for the reader's convenience:

(1) Toys and games (2) Instructional kits (3) Activity guides

These are explained in the following paragraphs.

Chapter 1 — Toys and Games

This chapter contains information concerning the criteria for selection of toys and games for the child, and offers many guidelines to consider when purchasing such products. The reader will become well informed as to the many aspects to consider when determining the physical safety, maintenance, and construction, as well as the cost, of the product. This information is directed toward the toy or game itself. Further discussion in this chapter is given to inform the reader as to the relationships between the toy or game and the child.

In this discussion, pointers are given as to the methods to be employed to reduce the range of error of incompatibility between the product and the child's developmental capabilities. Suggestions are given as to the use of the literature concerned with child development in general and with specific assessment instruments which have identified developmental behaviors so that the appropriate behavior can be elicited through the use of the appropriate toy or game as it relates to size, complexity, and so forth.

To make this chapter complete, we have included a comprehensive listing of more than six hundred manufacturers and vendors. Also, an attempt has been made to describe some of the unique contributions of each, since, in general, most offer similar products.

Chapter 2 — Instructional Kits

This chapter offers a guide to use when evaluating instructional kits. Developed by the Educational Products Information Exchange Institute, this practical checklist draws attention to the many desirable features to look for in instructional kits. Also included is a description of more than 275 kits. The description includes cost (1974 catalog), ages, developmental skill areas, subject areas, format, and components. The reader will find this listing valuable in identifying what is available and where to send for information.

Chapter 3 — Activity Guides

Many activity (and curriculum) guides are presently on the market for consumer use. However, there exists some confusion as to the reliability of the recommended activities with the suggested age level and the most desirable format to use in the design of the activity guide. For the reader who shares this concern, we offer

some criteria for the development or the selection of activity guides according to format and content. In addition, an annotated listing of more than eighty activity guides appears at the end of the chapter, each of which specifically includes construction plans, illustrations, or common household items that can be used with young handicapped children.

Conclusions

In addition to the recommendation discussed in each chapter, wherein the reader will gain insight into the strengths and weaknesses that have been identified, we offer the following conclusions:

1. There is a need for a more valid process of selectivity of educational products through the development of an evaluation technique that would give greater and faster access to identifying and assessing the major aspects and characteristics of each item as it relates to the needs of the program and of each individual child.
2. There exists a need for further learner verification of educational products to guarantee the claims made by manufacturers.
3. There exists a need for both manufacturers and consumers to focus more upon learning styles for other individual, unique characteristics of handicapped children, and to use this information to refine the methods prescribed for the materials used.
4. There is an obvious need for the development of materials to be used with the handicapped child who is functioning at an extremely low developmental level. Most of the currently available instructional materials do not give heed to the child's need to acquire fundamental skills that are necessary to the preparation of accomplishing the tasks set forth in those instructional mater.
5. Schools within a school district and agencies within a community must cooperate with each other so that expenses and the amount of instructional materials to be developed could be reduced. A clearinghouse for available materials should be instituted.
6. It would be well if manufacturers and consumers could view themselves as partners, if they could cooperatively develop educational products that are not only marketable but also beneficial to the education and the welfare of young handicapped children.

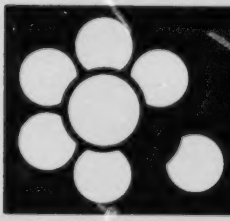
Summary

In this enlightened age, with its abundance of educational innovations, one must stop to reflect upon the handicapped child who delights in such simple things as a piece of string and a small

box (or any receptacle) in which to place the string, or wrap it round. The child can occupy himself or herself in this task in a desire to accomplish, progressing from the simple task to the less simple, and then to difficult and more difficult tasks. The child is learning something that is related to any number of developmental skills. Handicapped children often progress beyond their capabilities, exerting their imaginations and enjoying themselves while learning.

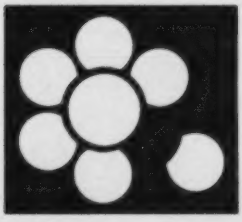
This book is designed to improve the *service* provided to young handicapped children, whose welfare has been of foremost concern from the outset of this study. It will be most useful to educators and parents, but manufacturers of educational materials and those responsible for purchasing these products will also find it informative.

Chapter 1



Toys and Games

Toys and Games



The use of toys and games is usually reported in the literature in conjunction with discussions concerning the attributes with play activities for the young child. Roufberg (1971) has indicated that the most helpful contributions that can be made to a child's play life is to provide the correct playthings, the opportunity to use them, and enough space to use them properly. Roufberg states that if play can be called the child's "work," playthings and toys are the "tools."

Learning through games, according to Coleman (1971), has a number of intrinsic virtues. One of these is its attention-focusing quality. Games tend to focus attention more effectively than most other teaching devices, partly because they involve the student actively rather than passively. The depth of involvement in a game is often so great that the players are totally absorbed in this artificial world. Concerning the value of games, Coleman indicates that when a game is designed to illustrate a general principle, some students understand the principle, while others will not do so without guided discussion after play. Thus games are clearly not a self-sufficient panacea for education, although they are more than simply another educational device.

The significance of toys in promoting learning has been reported in the literature during the past few years. Herron (1972) reported on the involvement of parents in an educational toy-lending program utilizing the Parent/Child Toy Lending Library developed by Glen Nimnicht. The Olympus Toy Teaching Library developed by Thorum (1973) has also been used in conjunction

with parent education programs. The Marshalltown Project directed by Montgomery (1974) presents a twelve-week parent-child home stimulation course in which more than three thousand toys form the lending library. The toys are used in conjunction with the program's prescriptive curriculum materials.

Benjamin (1975) has developed a play materials lending library which is used by parents to assist them in home instruction with their children. Many of the programs which serve the young handicapped child have included games within their curriculum. Rainey (1970) developed a guide for parents to use that includes clearly stated instructions for games which can be played by parent and child. Jelinek (1973) involved parents actively in the construction of toys and games specifically designed for use with their children in the home. Lance (1970) performed research related to packaging parental materials for teaching preschool multihandicapped children. Currently, there is a trend nationally for toys and games to play a dominant role in many early childhood programs for the handicapped.

Before one considers them for specific criteria or selection of toys and games, some generalizations concerning the use of them might be considered. Throughout, there is an underlying theme—any activity should be determined by "what comes naturally." But there are some basic principles for teaching game skills to handicapped children:

(1) Mental age rather than chronological age has to be considered in developing any skill.

(2) Action speaks louder than words, get to the activities as soon as possible with as little explanation as necessary.

(3) The teacher must really enjoy the game and be interested in the fun so that the communication of fun is "caught"—not "taught."

(4) Rules should be simple and easy to understand. Situations can be handled as they occur and thus will be more meaningful.

(5) Stop while it is still fun and the class will be anxious to play again. Be flexible and sensitive to the needs of the class.

(6) Do not be afraid to learn from the children and to adjust techniques to suit the needs of the situation. Attention and interest will vary, even from day to day. Be ready to change and shift activity before control is lost.

(7) All children must get involved in some way in the game. Like eating cake, it is no fun watching, there is only joy in participating.

Roufberg (1971) has summarized the significance of the use of toys and games by stating that there is a universal agreement among educators that a good toy requires a child to actively *do* something in order to use it. A good toy is usually unstructured and flexible — it stimulates a child's imagination and invites effort. In order to be good, a toy must be provided at the right time, and in order to do this, a general idea of what children can do at each stage of the growth is necessary. Buist and Schulman (1969) state that the most single thing to stress with parents is that games are meant to be fun.

Criteria for Selection

Regarding the importance of the selection process in choosing toys and games—Merry and Merry (1958) have stated that providing the right types of play materials and suitable play facilities is a serious responsibility. To make an intelligent selection of toys one must know what values might accrue to the child from their use, and one must be guided by certain well-established standards or criteria, so that the child is not mislead by adult preference or by "surface appeal."

In his dicussion of criteria used to evaluate the quality of toys design, Chase (1973) suggests that toys should:

(1) Attract the attention and sustain the interest of large numbers of children in the age range for which the toy is designed

(2) Elicit and support wide range of behavioral responses

(3) Be sufficiently simple so that the strategies used are immediately obvious to children and those who play with them.

(4) Be safe

(5) Make use of materials for production processes that allow reasonable selling prices

(6) Continue to be of interest for use over long periods of time in the life of the individual child

In addition to the above, consideration should be given to such factors as whether the toy is repairable and if there is adequate space for use of toy or game for its storage. Another factor to

consider is whether the toy or game can be replicated or substituted through the use of common, inexpensive items. One advantage of the use of the latter is that often the toy, game, or equipment can be custom made to meet the specific needs of the child. For example, a commercially made foam-filled bolster used to prop or support a child may in fact be just a little too high or have other dimensional barriers, whereas the foam-filled pillow or foam pad covered with washable material can be premeasured to the child and meet all specifications for comfort and therapy purposes.

In this discussion on selection of toys and games, Allen and Neterer (1963) developed five categories and list criteria within each to assist decision makers in their choice of toys and games:

(1) Meet the requirements of those using them as to size, foam, indoor-outdoor possibilities, and the need for both learning and sheer fun

(a) Interest the children

(b) Adapt to more than one purpose, more than one child, and more than one age limit

(c) Withstand hard usage and weather

(d) Comply with safety and sanitation standards

(e) Encourage action that can be completed in a relatively short time for younger children, or challenge the ingenuity and perseverance of older ones

(f) Include a variety of homemade playthings, using raw materials

(g) Permit graduated use for growing minds and bodies, with using a single toy such as blocks or paints; or with a series of related toys such as "kitty car," tricycle, or bicycle

(2) Help the child gain some competence for living in the world

(a) Build variety of understanding with each child level

(b) Further some of the skills of reading, writing, and figuring appropriate to the child's needs, interests, and abilities; contribute toward the child's readiness for the next stage of growth

(c) Invite exploration of the arts and sciences

(d) Develop strength and skills together with hand-eye coordination

(3) Strengthen the relationship with other people

(a) Offer opportunities to consult, converse, or correspond with others

(b) Provide for both social and independent activities

(4) Arouse wonderment, imagination, or creative thinking

(a) Promote constructive expression of feelings, thoughts, and ideas

(b) Please the eye in line, color, proportion, and general appearance; the ear in sound; the hand in feeling

(c) Suggest experimentation

(d) Help children relive and clarify their experiences

(e) Make possible opportunities for children to feel good about themselves when they do their own thinking

(5) Justify their cost in quality rather than quantity

(a) Compare favorably in price to similar articles by other manufacturers

(b) Represent exactly what the manufacturer claims, such as ease of assembling for use

The U.S. Consumer Product Safety Commission has advised that toys for very young children should be chosen with extreme care. The Commission lists the following characteristics to look for when purchasing a toy. Choose one that:

(1) Is too large to be swallowed

(2) Does not have detachable small parts that can be lodged in the windpipe, ears, or nostrils

(3) Is not apt to break easily into small pieces or leave jagged edges

(4) Does not have sharp edges or points

(5) Has not been put together with straight pins, sharp wire, nails, and the like that might be easily exposed

(6) Is not made of glass or brittle plastic

(7) Is labeled "non-toxic," avoid painted toys for infants who put things in their mouths

(8) Does not have parts that can pinch fingers or catch hair

(9) Does not have cords or strings over twelve inches in length

(10) Check fabrics for "non flammable," "flame-retardant," or "flame-resistant" labels

(11) Look for "washable" and "hygienic materials" notices on stuffed toys and dolls

(12) Avoid toys with excessive loud noises

In addition, the Commission suggestions to parents and others, the following concerning toys after they are purchased:

(1) Teach your children the proper use of toys. Be sure that instructions which accompany toys are easy to read and understand.

(2) Supervise the play for young children. There is no substitution for interested parental supervision. Remember that any toy can be dangerous, especially if it is misused.

(3) Check your children's toys periodically. They may develop potential hazards such as sharp points, jagged edges, or loose small parts.

(4) Do not leave indoor-outdoor toys outdoors overnight. Moisture can damage them. Check outdoor toys and games for potential hazards.

(5) Remember that rusting can weaken metal parts.

(6) After use, toys should be put away on shelves or in toy boxes so they cannot be broken or cause someone to trip.

In January 1970, the Child Protection and Toys Safety Act was legislated, and the Consumer Product Safety Commission was charged with the responsibility of (and the authority to enforce) removing and keeping from the market toys and other children's articles that contain electrical, mechanical, or thermal hazards. The Commission has been responsible for the removal of more than a thousand toys, and retailers have been advised to discontinue the sale of such banned toys, and are subject to prosecution if they do not comply.

The Commission publishes a banned products list periodically which identifies banned products so that they can be removed from sale. Consumers who have purchased banned products may be entitled to refunds according to repurchase regulations that went into effect March 6, 1974.

Examples of banned toys published by the Commission (1974) are as follows:

(1) *Toys* — May have sharp edges or points that cut or puncture, or loose, small parts that might be swallowed, or a child might choke on them. Identified are noise makers which have exposed sharp metal edges that have potential for causing cuts or puncture wounds.

(2) *Nonmechanical dolls and toy animals* — May have straight pins, sharp wire, or sharp edge, internally or externally, that could cut or puncture. The list contains 24 dolls and animals that typically contain:

(a) Sharp pins found in the neck and head.

(b) Sharp metal edges.

(c) Sharp wires.

(d) Sharp metal hooks.

(3) *Toy guns and weapons without projectiles, excluding cap guns* — Produce loud sounds, specifically above 138 decibels, that can be damaging to a child's hearing (impulse-type sound at peak pressure level above 138 decibels).

(4) *Toy musical instruments* — May have sharp or exposed edges that could cut or puncture. Small objects that could be exposed or broken off could be swallowed. The list includes toys that have metal keys with sharp edges or exposed sharp wires.

(5) *Squeeze toys (squeakers)* — Easily removable squeakers can be swallowed, or the child could choke on them. The list includes squeeze animals and other rubber or plastic toys that contain metal or plastic "squeakers."

(6) *Whistles* — Toys with removable or "break" mouth pieces which could be swallowed or cause choking. This list includes whistles that a child can bite in half (or into), exposing small pieces of metal or plastic. It also includes whistles

that are small enough to go into a child's mouth and can be swallowed or cause choking.

(7) *Infant "rattles"* — May contain small objects or may break into small pieces that can be swallowed or cause choking. The rattle could also have sharp edges that cut or puncture. The list gives rattles that can be broken or that have exposed sharp edges and parts small enough to be hazardous.

These categories are just a few of the many which the Commission considers. We recommend that consumers obtain a copy of the banned product list, for it is a listing of current banned products, and it also makes us aware of toys and things to look for when considering toy safety features. A copy of the current banned products list may be obtained by writing to the U.S. Consumer Product Safety Commission, Washington, D.C., 20207. In addition, a copy of the Consumer Product Complaint Form (Figure 1) is shown on the following page. Consumers are encouraged to report any article which presents an unreasonable hazard.

Matching the Toy or Game to the Task

The responsibility and decision as to the selection and use of a toy or game with a young handicapped child rests with the educator or parent. Often there is not enough thought given to the actual matching of the toy to the child. Other factors such as availability, cost, attractiveness, or inadequate information are considered first, and then the toy is adapted, as well as possible, to the child.

Developmental Capabilities of the Child

What is needed is a reduction in the range of error which exists between the toy or game used and the capabilities of the young child. In order to make this possible, the decision maker needs to be more knowledgeable about the capabilities of each child and to incorporate this knowledge with the selection of the toy or game.

In recent years, several developmental assessment instruments have emerged which list, in behavioral terms, the capabilities of children. These assessment instruments such as the Learning Accomplishment Profile, Sanford (1973), and the Koontz Child Developmental Program: Training Activities for the First 48 Months, Koontz (1974), as well as other developmental scales compiled by Fokes (1971) and Delp (1971) can be successfully used in reducing the range of error in matching.

If you know of an article intended for use by children or adults which you believe presents an unreasonable hazard, please let us know. The following information will enable us to take the appropriate action.

Name of article or brief description _____

_____

Stock or code numbers on article package _____

Country of origin (if imported) _____

Manufacturer or importer (if known) _____

_____

Where and when was the article purchased? _____

_____

What is hazardous about this product? _____

_____

_____

Do you know of any injuries involving this item? Any close calls? If so, please let us know the circumstances

_____

_____

_____

Your name, address, and phone number _____

_____

Please Send this form to:

U.S. Consumer Product Safety Commission
Washington, D.C. 20207

Figure 1. Consumer Product Safety Commission's Product Complaint Form

For example, the Learning Accomplishment Profile offers descriptions of behaviors in the areas of gross motor, fine motor, social, self-help, cognitive, and language. Each area lists specific tasks which can be accomplished at a specific developmental age. For example, in the area of fine motor, at developmental age twenty months, an infant can throw a small rubber ball. These clues as to the types of skills which can be developed; in addition, the toy or game used to promote this skill can serve as a "shopping list" when selecting the items needed. In other words, if an adult is working with an infant who has a developmental age of twenty months, one of the items to have on hand is a small rubber ball. These assessment instruments can be used with great effectiveness, and those who are decision makers should take advantage of the information they provide.

Another source that will assist in matching the toy or game to the child comes from the manufacturers of educational products which have been researched and field tested. Cassell (1974), in collaboration with Milton Bradley Company, has developed a publication that offers a listing of suggested aids for educating the exceptional child. He defines and discusses the areas of developing motor skills, visual discrimination, verbal skills, and social skills and then offers the brand names of items appropriate for the development of these skills. This information can be effectively used directly and can also serve as an example of general types of toys and games to look for when selecting and purchasing them. Other educational toy manufacturers offer similar categorical charts which match the skill with the specific toy. Usually such information is contained within the catalog, such as in the case of Developmental Learning Materials and Dick Blick (Ideal).

In addition to assessment instruments, based upon behavioral observation and the information given by commercial manufacturers, another most helpful source of information is the research related to normal child development. It is strongly recommended that any person working with young children, and in this case, handicapped young children, be knowledgeable concerning what the normal sequence of acquisition of various skills is and the overall maturational capabilities of the infant and young child. Indeed time, effort, and expense are expended in promoting the activity for the young child to determine, as exactly as possible, where he or she is developmentally. It is strongly recommended that those who are in charge become knowledgeable in the area of normal child development, trained to become accurate observers of behavior, and knowledgeable as to the most appropriate educa-

tional materials available to make the match between child and toy the most effective.

The reader may wish to consider using the headings in Table 1 to develop a "shopping list" to further define the needs of the individual child or groups of children within a program. Parents can also use this procedure effectively when shopping for toys for their infant or young child.

Table 1

Factors to Consider to More Fully Match the Child's Capabilities with the Toy or Game

Developmental Age	Developmental Skills	Child Development	Resources
Knowledge of the functional level of the child (maturation, performance, readiness, and so forth).	Knowledge of the types of skills which the child is ready to acquire (motor, auditory, cognitive, social, self-help, and so forth).	Knowledge of the physical, emotional, and cognitive abilities of the child (physical characteristics such as size, strength of parts of body; social awareness and need; attention span, concrete vs abstract understanding).	Knowledge of where to purchase the toy or game, or the instructions to make it (sufficient sources for: commercial prodjct to be selective about choice; books or manuals that offer instructions for homemade toys or game).
Five months.	Transfers objects from hand to hand.	Grasps object with several fingers and thumb.	Plastic ring of reasonably small size, in which the plastic that forms the ring is about one-fourth inch in diameter.

Recognizing that teachers and parents need to have information on the appropriate material for teaching specific skills, Van Etten and Adamson (1969) sought to develop a prescriptive teaching laboratory. They accomplished this by acquiring a large collection of instructional materials, by developing a descriptive analysis sheet and retrieval system whereby materials were categorized by mental age, skills taught, space given to skill, method of presentation, and all other types of information that would allow a teacher to match a child's instructional needs with the most appropriate materials. Their system also allows the selection of the appropriate material in a matter of minutes. The utility of such a system for use with infants and young handicapped children has great prom-

ise. Materials analysis such as this should be used by all teachers so that fewer instructional decisions will be left to chance.

Toys and Games Currently Available

In earlier sections of this chapter, the criteria for selection and the characteristics of toys and games for various developmental age levels were discussed.

In order to provide the reader (consumer) with the most comprehensive listing of sources of toys and games, we made a request for a listing of suppliers to every state department of special education and to many of the federally funded programs. In addition, names were gathered of the exhibitors at professional conferences and of manufacturers whose educational products appeared at educational media centers. A copy of the Annual American Toy Fair official directory was obtained, and toys and games manufacturers and suppliers were selected from the description of their products. The names of the manufacturer and suppliers were synthesized into one comprehensive listing comprised of over 450 sources and appears at the end of this chapter under the heading of "general listing of commercial producers of toys, games, educational kits, and other instructional aids." Where information was available, an attempt was made to describe some of the *unique* materials available, although many of those listed have a wide variety of similar educational products. It is not the intent of purpose in the compilation of this listing to indicate endorsement of any of these products. It is not the purpose of the listing to provide specific information concerning products, but rather to provide complete addresses to which consumers may write and obtain current catalogs and other information. By comparing the description of the characteristics of toys and games found earlier in this section with the picture and description of the items on the pages of the catalogs, the consumer will be able to choose more wisely the appropriate educational products.

The listing contains sources for educational products for direct use with young children, such as toys and games, audio-visual equipment, and equipment for movement training and recreation. Also included are sources for parent or staff training materials and professional books. As an added feature, sources for medical equipment have been included at the end of the list.

Recommendations

Perhaps as important than the construction, uses and availability of toys and games is the knowledge of infant and child devel-

opment and behavior. Without this knowledge, the application of toys and games may be inappropriate and would defeat the purposes for which they were intended . . . be it for sensory stimulation, fun, or pre-academic development. Many of the current early childhood education programs for young handicapped infants and children will develop expertise in assessment techniques and prescriptive use of toys and games to facilitate in the learning process. Of particular significance of each program is the parent training involvement component in which parents develop the knowledge and skills necessary to create an environment in which learning can take place in the most positive manner.

Regarding the purchase of commercial products—the literature is replete with cautions to consumers, mainly parents, to be aware of the products they purchase and not to become a victim of the "guilty parent syndrome" by allowing their children to become exploited by the "Pied Piper" of the television. In discussing this topic, Chase, Williams, and Fisher (1971) indicate that most of the toy design activities undertaken by private corporations make little use of the information we have about child growth and development. Most toy companies make a large investment in a product. They are aware that adults must be persuaded to buy their products and not the children who use them. These authors suggest that the indirect relationship between the producer and the principal user of that product weakens the degree to which product quality influences the behavior of the producer. Since most toy companies do not make significant investment in design research and development, a company departing from this tradition could increase its risks by increasing its overhead—in turn, increasing its selling price. The ability of the consumer to discriminate a well-designed from a poorly designed product determines the extent to which product design research is made.

Supporting these statements, Caney (1972) agrees that there is nothing wrong with a good manufactured toy, but the majority is created with less attention to play value than to commercial success.

The literature abounds in the reaction to the use of television commercials of toys and games. Jenkins (1973) and Stadter et al (1974) noted that television entertainers suggest, cajole, and even bribe youngsters with "run and ask Mother to buy you" pressures, and that the "Pied Pipers" of the television screen may lure children to desire expensive, beautiful, and extremely noncreative toys. Their influence in making children into conformists is tremendous. Caney suggests that maybe television advertisements of

toys is too indiscriminate and too intimidating, for it offers the child something new and better, something he or she cannot do without. A parent is easy prey to the pleadings of a child and to the "cuteness," elaborate detail, or beautiful packaging of toys. The manufacturers were sure that parents would be impressed. But all too often the adornment conceals a toy which is not "fun." The child is not nearly so impressed. Figure 2 graphically illustrates the factors to be considered by those either responsible for the manufacturing of the toy or game, or the consumer who is purchasing it for use with the infant or young handicapped child.

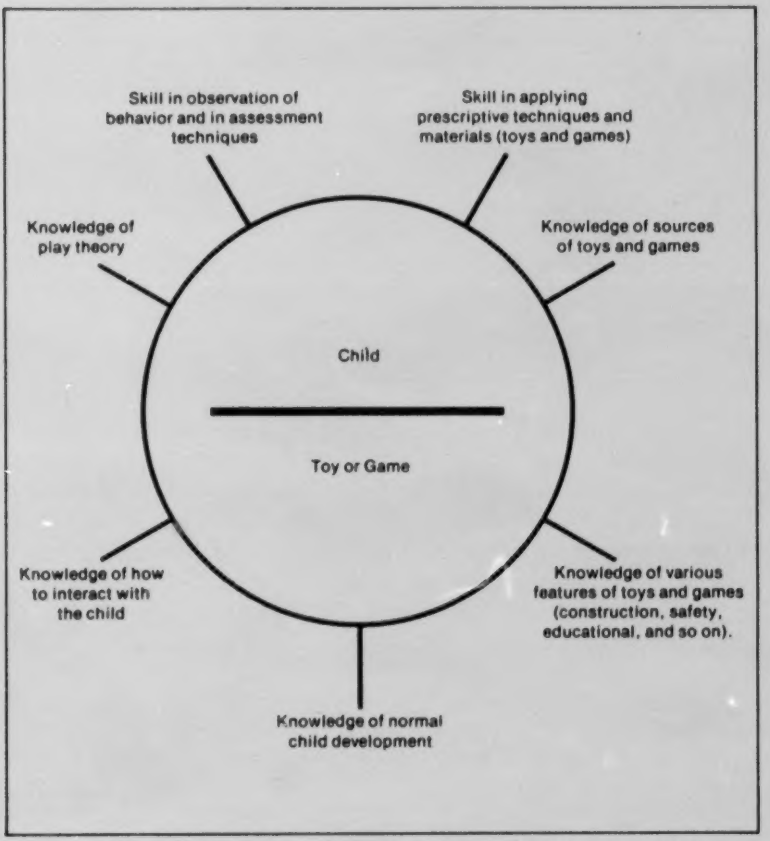

Skill in observation of behavior and in assessment techniques
Skill in applying prescriptive techniques and materials (toys and games)
Knowledge of play theory
Knowledge of sources of toys and games
Child
Toy or Game
Knowledge of how to interact with the child
Knowledge of various features of toys and games (construction, safety, educational, and so on).
Knowledge of normal child development

Figure 2. Factors That the Manufacturer and Consumer Need to Consider When Developing a Toy or Game to Be Used with a Young Child

Producers, decision makers, and consumers of toys and games need to become more informed concerning child development and capabilities of infants and young children. With this knowledge, the producers need to improve the products manufactured and the decision maker and consumer need to select the most appropriate items and upgrade the services provided by more closely matching the capabilities of the child with the toys and games used to fulfill whatever the objective is—be it for sheer fun or a specific skill-building exercise.

General Listing of Commercial Producers of Toys, Games, Education Kits, and Other Instructional Aids

Manufacturer or Vendor	Description
ABC Supply, Inc. 437 Armour Circle, N.E. Atlanta, California 30324	A wide variety of early learning materials. Distributor of many popular name products
ACI Films, Inc. 35 West 45th Street New York, N.Y. 10036	Audio-visual materials, filmstrips, and so on
AMF-American Athletic Equipment 200 American Avenue Jefferson, Iowa 50129	Manufacturers of foam sticks, wedges, barrels, balls, and wheels for development of movement education skills
AMSCO School Publications 8020 Lubao Canago Park, California 91306	Supplies and materials resource for curriculum support
ASAHI Overseas Corporation 200 5th Ave. New York, N.Y. 10010	Battery-operated toys, walkie-talkie, preschool toys
Aardvark Media, Inc. 1200 Mt. Diablo Blvd. Walnut Creek, California 94596	Supplementary reading series emphasizing abilities and accomplishments of females
Abington Press 201 Eighth Avenue South Nashville, Tennessee 37203	Books for teachers and parents

Manufacturer or Vendor	Description
Acadia Press, Inc. 438 Alder Scranton, Pennsylvania 18505	Reference texts for educators
Acoustifone Corporation 8954 Comanche Chatsworth, California 91311	
Acropolis Books, Ltd. 2400 17th Street, N.W. Washington, D.C. 20009	Manuals of special learning center techniques and methods. Also, the book *Help! My Child Won't Eat*
Adapt Press, Inc. 808 West Avenue North Sioux Falls, S.D. 57104	Diagnostic and prescriptive materials, books for teachers and parents
Addison Wesley Publications Co. Juvenile Division Reading, Massachusetts 01867	"Ten Word" texts include poetic, rhythmic words for first reading experiences; also, other supplemental books and posters
Advanced Learning Concepts 299 West Wisconsin Ave. Milwaukee, Wisconsin 53203	
Aero Education Projects P.O. Box 71 St. Charles, Illinois	
Agathon Press 150 5th Ave. New York, N.Y. 10011	Texts and curriculum resources for special education; teacher trainer films
John Ahlbin & Sons Division of Scott & Fetzer Co. 184 Garden Street Bridgeport, Connecticut 06605	Scissors and shears of all types
Allied Education Council P.O. Box 78 Galien, Michigan 69113	Educational kit related to spatial organization, language, and numbers

Manufacturer or Vendor	Description
Allied Educational Service 14118 Kiahesha Courts Houston, Texas 77848	
Allen Company 4200 Arbutus Court Hayward, California 94542	
Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachussetts 02210	Various textbooks and other supportive material for in-service in special education areas
American Book Company 8301 Ambassador Dallas, Texas 75247	Reference books, enrichment readers, and activity books
American Data Products Division of New Avenue Industries, Inc. 7722 Kester Avenue Van Nuys, California 91405	
American Guidance Service Publishers Building Circle Pines, Minnesota 55104	Tests and educational materials, including a wide range of educational kits for early learning experiences
American Instructional Materials P.O. Box 22748 Denton, Texas 76204	A variety of educational products for curriculum development
American Learning Corporation 15562 Graham Street Huntington Beach, Calif. 92649	Diagnostic and prescriptive reading instructive materials
American Printing House for the Blind 1839 Frankfort Ave. Louisville, Kentucky 40206	Educational aids primarily for use with the blind—basic to concept levels

Manufacturer or Vendor	Description
American Science & Engineering Education Division 20 Overland St. Boston, Massachusetts 02215	Early childhood curriculum—a Piaget approach: educational kit and other materials
American Speech and Hearing 9030 Old Georgetown Rd. Washington, D.C. 20036	Professional journals, pamphlets, directories, guide, monographs, and so forth for professionals and parents
American Toy & Furniture Co. 6130 North Clark St. Chicago, Illinois 60660	Tool chests, magnetic puzzles, toys and doll furniture, preschool toys, bulletin boards and so forth
Paul S. Amidon & Associates 4329 Nicollet Avenue South Minneapolis, Minnesota 55409	Curriculum materials in preacademic and academic areas for young learners
Amloid Corporation 81 Fifth St. Saddle Brook, N.J. 07662	Wide range of plastic toys and play kits
Ann Arbor Press 610 South Forest Street Ann Arbor, Michigan 38104	Diagnostic instruments, textbooks, curriculum guides, evaluation materials
Angeles Nursery Toys 4105 N. Fairfax Drive Arlington, Virginia 22203	Manufacturers of wagons, tricycles, carts, and so forth; replacement parts available
Appleton-Century-Crofts Division of Meredith Corp. 440 Park Avenue South New York, N.Y. 10016	Educational support systems, reading enrichment, professional books
Applied Learning Systems, Inc. 4840 Sepulveda Blvd. Culver City, California 90230	Skills for reading and spelling

Manufacturer or Vendor	Description
Arcadia Press P.O. Box 485 Arlington, Texas 76010	Supplemental professional books for instruction
Arden Press 8331 Alvardo Drive Huntington Beach, California 92646	Distributor of a wide variety of school guidance and curriculum materials, including diagnostic and remedial aids
Arlington Hat Co., Inc. 900 Broadway New York, N.Y. 10003	Fun and leisure hats, and the like
Art and Design Filmstrip Production P.O. Box 3382 Galveston, Texas 77550	Audio-visual materials
Atheneum Publishers 122 East 42nd Street New York, N.Y. 10017	A wide selection of storybooks for children in the elementary grades
Audio-Graphic Supply, Inc. 4593 El Cajon Blvd. San Diego, California 92105	Audio-visual supplies and equipment
Audio-Visual Services, Inc., of Houston 2310 Austin Street Houston, Texas 77004	Audio-visual supplies and equipment
BFA Educational Media Division of Columbia Broadcasting System, Inc. 2211 Michigan Avenue Santa Monica, California 90404	Enrichment materials on film and filmstrips in the general academic areas; Sesame Street series
BRS/LVE Division of Tech Serv, Inc. 5301 Holland Drive Beltsville, Maryland 20705	Electronic equipment for use in controlling and programming behavioral research

Manufacturer or Vendor	Description
B & T Learning Materials 1391 Chattahoochee Ave., N.W. Atlanta, Georgia 30318	A wide variety of instructional materials and aids for special education
The Baker & Taylor Company Audio Visual Services Division P.O. Box 230 Momence, Illinois 60954	Audio visual materials on reading, career education, bilingual and English as a second language, and so on
Bantom Publishers 2841 E. Lincoln Ave. Anaheim, California 92680	Books for young readers and adults
Ray Barsch Center for Learning 22120 Burton Canoga Park, California 91304	Books and educational materials
Bar Zim Toy Company Activitoys, Limited Division 930 Neward Ave. Jersey City, New Jersey 07306	Educational toys, craft sets, spelling boards, games and so on
Basic Education Computers Shirlington Trust Building Suite 218 2772 South Randolph St. Arlington, Virginia 22206	Audio-visual response and teaching machines, program cartridges in general pre-academic and academic areas
Beacon Enterprises, Inc. 609 River St. Santa Cruz, California 90506	
Beckley-Cardy Company 1900 N. Narragansett Ave. Chicago, Illinois 60639	Distributor of many popular products of various manufacturers; very comprehensive and complete listing of materials, supplies, and equipment
Behavioral Publications Subsidiary of Human Sciences 72 5th Ave. New York, N.Y. 10011	Day care and early education curriculum materials for professions and parents; also, children's books on psychologically relevant themes

Manufacturer or Vendor	Description
Behavioral Research Laboratories Box 577 Palo Alto, California 94301	Enrichment materials for readiness in language arts and mathematics
Alexander Graham Bell Association for the Deaf 3417 Volta Place, N.W. Washington, D.C. 20007	Numerous books and brochures about hearing impairment, monthly magazine and other publications
Alexander Graham Bell Association for the Blind 1537 35th Street, N.W. Washington, D.C. 20007	Numerous books and brochures about hearing impairment and and professional journal
Bell & Howell Company 7100 McCormick Blvd. Chicago, Illinois 60645	Audio-visual equipment, including the Language Master
Bellwether, Inc. P.O. Box 457 Tuscaloosa, Alabama 35401	Manufacturers of cots, pillows, and foam pads; posters and bulletin board aids
Arthure R. Below, Inc. 200 5th Ave. New York, N.Y. 10010	Athletic balls, games, musical and and infant toys, and so on
Belwin, Inc. Rockville Centre, L.I. New York, N.Y. 11571	
Benay-Albee Novelty Co. 51-01 Flushing Ave. Mespeth, N.Y. 11378	Wide variety of different hats
Benefic Press 10300 West Roosevelt Rd. Westchester, Illinois 60153	Publishers of educational aids in the areas of reading, art, math, ecology, science, and so forth
Charles A. Bennett Co., Inc. 17582 Cypress Tree Lane Irvin, California 92664	

Manufacturer or Vendor	Description
Benziger, Bruce & Glencoe, Inc. 8701 Wilshire Blvd. Beverly Hills, California 90211	
Big Toys 1940 East D Street Tacoma, Washington 98421	Various recreational structure and other large toys
Binney & Smith, Inc. 380 Madison Ave. New York, N.Y. 10017	Adhesives, brushes, chalks, crayons, modeling clays, oil pastels, paints and Edu-Cards educational products
The Blackboard 229-15 Merrick Blvd. Laurelton, New Yokr 11413	Educational materials for parents, teachers, and children
Dick Blick P.O. Box 1267 Galesburg, Illinois 61401	Vendor for early and special education enrichment aids including Montessori-type materials; Also, furniture and recreational equipment
Block House, Inc. 1107 Broadway New York, N.Y. 10010	Sand toys, jump ropes, tool sets, wide range of miniatures
Bobbs-Merrill Company P.O. Box 2038-D Pasadena, California 91105	Charts, posters, and supplemental reading material
Louis A. Boettiger Co. 31 Franklin Ave. Hewlett, New York 11557	Infant toys and accessories
Borg-Warner Educational Systems 600 W. University Drive Arlington Heights, Illinois 60004	Individualized instructional programs to develop pre-academic and academic skills

Manufacturer or Vendor	Description
Bowmar Publishing Corporation 622 Rodier Drive Glendale, California 91201	Manipulative books and toys, listening-singing-rhythm series, physical fitness activities, and so on
Bradbury Press, Inc. 2 Overhill Rd. Scarsdale, New York 10583	
Bremmer Multiplication Records, Inc. Wilmette, Illinois 60091	
Brodart, Inc. 1609 Memorial Street Williamsport, Pa. 11701	
Broadhead-Garett Company 4560 East 71st St. Cleveland, Ohio 44105	Manipulative training devices to enhance learning
Bruce Publishing Company Front and Brown Streets Riverside, New Jersey 08075	
CATEC 2754 San Gabriel St. San Bernadino, Calif. 92404	
CEBCO Standard Publishing 104 Fifth Avenue New York, N.Y. 10011	"Teaching Your Child To Talk" program and other language and speech materials
Cadaco, Inc. 310 West Polk St. Chicago, Illinois 60607	Games and activity sets, including the "Birthday Party Pak"
California Association for Neurologically Handicapped Children 734 Busch Dr. Vista, California 92083	A clearinghouse of various books, literature and the like concerned with children, parents, and educators

Manufacturer or Vendor	Description
Cambridge Book Company 1245 Tuolumne Rd. Milbrae, California 94030	
Canhc Film Distribution P.O. Box 604 Los Angeles, California	Listing of films related to learning problems and other topics concerned with exceptionality
Carrom Games Division Affiliated Hospital Products 1920 S. Jefferson Ave. St. Louis, Missouri 63104	Wood skill action games and other game equipment
Catalog Distributing Service P.O. Box 50 Montville, California 06353	Catalogs related to athletic, physical education, and recreation equipment, movement education, and so on
Centurion Industries, Inc. 2549 Middlefield Rd. Redwood City, Calif. 94063	Basic arithmetic learning support system, including individualized classroom computer
Champions on Film, Inc. 745 State Circle Ann Arbor, Michigan 48104	
Chandler Publishing Company 124 Spear Street San Francisco, California 94105	
Changing Times Education Service 1729 H. Street, N.W. Washington, D.C. 20006	Multimedia career awareness program K-6
Charter School Books, Inc. 2214 Olmstead Way Anaheim, California 92806	
Childcraft 20 Kilmer Rd. Edison, New Jersey 08817	A wide range of early childhood materials and equipment, including toys and games

Manufacturer or Vendor	Description
Child Guidance Toys, Inc. New York, N.Y. 10472	Educational toys and activities, puzzles, sewing cards, cloth books, and so on
Childhood/Alan Jay 180 West Westfield Ave. Roselle Park, New Jersey 07204	Preschool educational toys, crib and play pen toys, giant pounder, and so forth
Childhood Resources/Artwood P.O. Drawer A Woodland, Georgia 31836	Manufacturers of wood toys and furniture, including large blocks and storage units
Childhood Resources, Inc. 5307 Lee Highway Arlington, Virginia 22207	Audio-visual library for the early childhood educator including "Inexpensive Additions to Outdoor Play Equipment" and "Waterplay"
Children's Music Center, Inc. 5373 West Pico Blvd. Los Angeles, California 90019	Records and books for exceptional children, books for parents and teachers, musical instruments and equipment
Children's Playmate 1100 Waterbury Blvd. P.O. Box 567B Indianapolis, Indiana 46206	
Children's Press 1224 West Van Buren Chicago, Illinois 60607	A wide variety of books for enrichment and enjoyment
Child's World Mankaid, Minnesota 56001	
The Child's World P.O. Box 681 Elgin, Illinois 60120	Large picture foldouts, study prints, sequence charts, and puzzle games
Churchill Films 662 North Robertson Blvd. Los Angeles, California 90069	Educational films

Manufacturer or Vendor	Description
Circus Educational Testing Services Box 2814 Princeton, New Jersey 08540	A comprehensive program of assessment services for pre-primary children
Classroom Resource Material Co. 1505 Crockett Street Garland, Texas 75040	
Classroom Technology P.O. Box 3177 San Francisco, California 94131	Portable classroom photography darkroom
Cole Supply P.O. Box 1717 Pasadena, Texas 77501	
Colorforms Walnut Street Norwood, New Jersey 07648	"Busy Finger Sets" (sew-ons, peg-pals), puppet form, and color forms using plastic sticks-re-usable
The Combined Book Exhibit Scarborough Park, Albany Post Rd. Briarcliff Manor, New York 10510	Professional reference books, curriculum guides, books for parents and so on
Communication Skill Builders P.O. Box 6081 Tucson, Arizona 85733	"Peel and Put" supplementary curriculum materials to develop ECE activities
Community Playthings Rifton, New York 12471	
Community Skill Builders, Inc. 4156 East Grant Rd. P.O. Box 6081 Tucson, Arizona 85716	
Computer Curriculum Corp. 1032 Elwell Court Palo Alto, California 94303	Curriculum materials to accompany instructional computer systems

Manufacturer or Vendor	Description
Comspec, Inc. 5892 Orange Avenue Long Beach, California 90805	
Concept Media 1500 Adams Avenue Costa Mesa, California 92626	Training audio-visual materials for professional paraprofessional instruction
Condor Corporation 6150 West Fund du Lace Ave. Milwaukee, Wisconsin 53218	Wood jigsaw puzzles, dollhouse furniture, and so forth
Connor Forest Industries P.O. Box 847 Wausau, Wisconsin 55401	Woodboard inlay puzzles, block sets, and infant and youth furniture
Connor Toy 207 N. 1st Ave. Wausau, Wisconsin 54401	Juvenile and doll furniture, nursery and preschool toys, and so forth
Consolidated Book Publishers 1727 S. Indiana Ave. Chicago, Illinois 60616	Reference texts for educators and parents
Constructive Playthings 1040 E. 85th Kansas City, Missouri 64131	Curriculum materials and equipment for special education
Consulting Psychologist Press 577 College Ave. Palo Alto, California 94306	Diagnostic instruments and curriculum materials
The Continental Press, Inc. 520 E. Bainbridge St. Elizabethtown, Pennsylvania 17022	Instructional materials, including ditto masters containing pre-academic and academic instructional activities and kit
David C. Cook Publishers Elgin, Illinois 60120	Educational books
Ken Cook Transnational 9929 West Silver Spring Rd. Milwaukee, Wisconsin 53225	Individualized student response equipment and program

Manufacturer or Vendor	Description
Cooper Films & Records, Inc. Cooper Building Winchendon, Mass. 01475	Audio-visual support systems
Comet Films 65 East South Water St. Chicago, Illinois 60601	Educational films
Comet Instructional Materials 22875 Rumble El Toro, California 92630	Curriculum materials in various subject areas
The Council for Exceptional Children 1920 Association Drive Reston, Virginia 22091	A wide range of professional literature and other resources on exceptional children, including the ERIC clearinghouse
Al Cousins Associates, Inc. 200 5th Ave. New York, N.Y. 10010	Activity toys, preschool toys, games, fishing and tool sets, and so forth
Craig Education 921 W. Artesia Blvd. Compton, California 90220	Language arts instructional materials system for teachers and parents
George F. Cram Company, Inc. 301 South LaSalle Indianapolis, Indiana 46206	
Creative Ideas Company 5328 West 142 Place Hawthorne, California 90250	Supplemental curriculum materials
Creative Playthings Columbia-Broadcasting System Princeton, New Jersey 08540	Complete line of infant and early childhood toys, game, and activity sets, including furniture and equipment for physical development

Manufacturer or Vendor	Description
Creative Publications P.O. Box 10328 Palo Alto, California 94303	Mathematical curriculum materials, including laboratory games and puzzles, classroom management materials
Creative Teaching Press, Inc. 514 Hermosa Vista Ave. Monterey Park, Calif. 91754	Reference texts and guides for teachers and parents
Thomas Y. Crowell Company 666 Fifth Ave. New York, N.Y. 100019	Let's-Read-and-Find-Out series concerned with life science
Crown Publishers, Inc. 419 Park Avenue South New York, N.Y. 10016	Children's books and other books for the general public
Cuisenaire Co. of America 12 Church St. New Rochell, N.Y. 10805	Toys, games, and kits to build math concepts
Curriculum of Texas, Inc. 900 Old Koenig, Suite 129 Austin, Texas 77876	Curriculum materials for the young child
Curriculum Resources 121 Avenida Barcelona San Clemente, Calif. 92672	
Danara Products, Inc. 14 Central Blvd. South Hackensack, N.J. 07606	Infant and preschool toys and accessories including feeding aids
John Day Co. c/o Thomas Y. Crowell Co. 666 Fifth Ave. New York, N.Y. 10019	Supplemental books of various levels of difficulty
Day Care and Child Development Council of America, Inc. 1012-14th St. N.W. Washington, D.C. 20005	A wide range of child care publications and monthly newsletter "Voice for Children"

Manufacturer or Vendor	Description
DeKalb Toys, Ince-Dekto P.O. 157 Dekalb, Illinois 60115	Hardwood table and chair sets, workbenches, preschool and educational toys
Dell Publishing Company 750 3rd Ave. New York, N.Y. 10013	A wide variety of reference books for professionals and parents
Delmar Publishers A Division of Litton Education Educational Publishing, Inc. P.O. Box 5087 Albany, New York 12205	Educational guides and books for educators and parents; pre-school curriculum books
T. S. Denison & Company, Inc. 321 Fifth Avenue South Minneapolis, Minnesota 55415	Instructional kits and materials
Dennison Manufacturing Company Framington, Massachusetts 01701	
Denoyer-Geppart 5235 Ravenwood Ave. Chicago, Illinois 60604	Multimedia geography materials
J. M. Dent & Sons Limited Toronto, Canada	
Developmental Learning Materials 7440 Natchez Ave. Niles, Illinois 60648	Manufacturers of a wide variety of educational materials to enchance sensory and academic skills
Dial, Inc. Box 911 Highland Park, Illinois 60035	
The Dial Press 1 Dag Hammarskjold Plaza New York, N.Y. 10017	Supplemental reading material

Manufacturer or Vendor	Description
Disney, Walt, Educational Materials Company 800 Sonora Ave. Glendale, California 91201	Audio-visual materials which are slowpaced and designed or recommended for use with handicapped children
Dolly Toy Company Tipp City, Ohio 45371	Manufacturers of nursery mobiles, wall decorations, blocks and books
Doubleday & Company, Inc. School and Library Services 501 Franklin Ave. Garden City, New York 11530	Educational kit about animals; includes film loops, prints, books
Durham Industries, Inc. 200 5th Ave. New York, N.Y. 10010	Disney toys, sewing machines, pocket puppets, umbrellas, and so forth
E. P. Dutton & Company, Inc. 201 Park Ave., South New York, N.Y. 10003	Books for parents and teachers regarding exceptional children; also, supplemental books for children
Dynamic Communicators of Houston 941 North Wilcrest Houston, Texas 77001	
EDL/McGraw-Hill 1221 Avenue of the Americas New York, N.Y. 10020	Instruments to assist in learning, various educational kits for perceptual development and academic achievement
EMC Corporation 180 East 6th St. St. Paul, Minnesota	Audio-visual materials related to early childhood experiences
Early Years One Hale Lane Darien, Connecticut 06820	Monthly magazine with contents related to preschool-grade three including section on exceptional children

Manufacturer or Vendor	Description
Eastman Kodak Department 640-B Rochester, New York 14601	Audio-visual materials and equipment
Eckstein Bros., Inc. 4807 West 118th Place Hawthorne, California 90250	Auditory and speech solid state portable equipment
Ecodyne Corporation Suite 935 City Blvd. Organe, California 92668	Educational materials for pre-academic and academic assessment system
Economy Company (Ed. Pub.) P.O. Box 25308 1901 N. Walnut Oklahoma City, Oklahoma	Publishes a wide variety of individualized instructional kits related to language arts, reading and mathematics-preschool through adult education
Economy Publishing Company P.O. Box 426 Costa Mesa, California 92627	
Educational Activities, Inc. 1937 Grand Ave. Baldwin, New York 11510	Records, audio-visual kits, cassettes, books, filmstrips, and so forth
Educational Consultant Enterprises, Inc. P.O. Box 1471 Greeley, Colorado 80631	Educational consultants who provide inservice training. "In-Consultor" newsletter
Educational Design Associates P.O. Box 915 East Lansing, Michigan 48823	Multi-story sequence cards, skills through music, and other materials to assist in early childhood education programs; also training material for special education teacher
Educational Design, Inc. 47 West 13th St. New York, N.Y. 10011	Audio-visual educational materials

Manufacturer or Vendor	Description
Educational Equipment Maintenance 4319 Merewood Houston, Texas 77035	
Educational Materials of California P.O. Box 923 New Hall, California 91355	Multimedia math program with high interest and low level skill development
Educational Patterns, Inc. 62-83 Woodhaven Blvd. Rego Park, New York 11364	Prescriptive curriculum for individualized instruction
Educational Performance Associates 563 Westview Ave. Ridgefield, New Jersey 07657	Performance profil, charts, programs and activities to develop language abilities
Educational Playsystems, Inc. 200 5th Ave. New York, N.Y. 10010	Toys and activities designed to develop perceptual skills and cognitive development; each accompanied by an instructional guide
Educational Progress P.O. Box 45663 Tulas, Oklahoma 74145	Multicurriculum materials to supplement early childhood education programs
Educational Projections Corp P.O. Box 1187 Jackson, Mississippi 39025	
Educational Research, Inc. Padgitts 401 South 13th Wasco, Texas 76710	
Educational Sciences, Inc. P.O. Box 771 Wallingford, Connecticut 06492	Program of analysis and achievement for children with learning disabilities and behavioral disorders

Manufacturer or Vendor	Description
Educational Service, Inc. P.O. Box 219 Stevensville, Michigan 49127	The Spice Series, activity books and ditto masters to supplement curriculum materials
Educational Specialist 27016 Patsy Lane Conroe, Texas 77301	
Educational Teaching Aids 159 West Kinzie Street Chicago, Illinois 60610	Montessori materials and other teaching aids for special learners including furniture and playground equipment
Educational Testing Services Princeton, New Jersey 08540	Educational materials related to conceptual language, math skills, and so forth
Educational Toys & Supplies 6416 Van Nuys Blvd. Van Nuys, California 91401	A wide variety of educational products
Educators Publishing Service 75 Moulton St. Cambridge, Massachusetts 02138	Diagnostic tests and remedial materials, including a variety of textbooks for educators
Edu-Cards Corporation 60 5th Ave. New York, N.Y. 10010	Flash cards, activities and games to promote pre-academic and academic skills
Edukaid Ridgewood, New Jersey 07450	
Elka Toys 269 37th St. Brooklyn, N.Y. 11323	Stuffed animals, infants toys, puppets, musical toys, and so forth
Herbert M. Elins Company Tujunga, California 91042	Visual texts on film, including full-color educational filmstrip and visual acoustic teaching tools

Manufacturer or Vendor	Description
Empire of Carolina, Inc. (Empire Plastic Corporation) P.O. Box 427 Tarboro, North Carolina 27886	Juvenile furniture, wading pools, playground toys and equipment, sports toys, and so forth
Encyclopedia Britannica Educational Corporation 425 North Michigan Avenue Chicago, Illinois 60611	Pre-reading skills program-games and activities to enhance reading readiness
Enrich 3437 Alma St. Palo Alto, California 94306	Programmed instruction using prescriptive, individualized materials
Entex Industries, Inc. 25930 Belle Porte Ave. Harbor City, California 90710	
Environments, Inc. Early Childhood Education Division Beaufort Industrial Park P.O. Box V Benton, South Carolina 29902	Consultant services and newsletter
Epoch Playthings 200 5th Ave. New York, N.Y. 10010	Teaching machines, eletronic products, hardwood toys, phonovision, preschool toys and games
Essco-Educational Supply Co. 2823-25 East Gage Ave. Huntington Beach, California 90255	Vendor of a wide selection of popular materials for teacher and special preschool and school-age children
Estamae Record Company Pueblo, Colorado 81001	
Exer Genie, Inc. P.O. Box 3320 Fullerton, California 92634	Complete gym equipment

Manufacturer or Vendor	Description
Expression Company, Pub. P.O. Box 11 Magnolia, Massachusetts 01930	Professional reference materials and aids for exceptional children
Eye Gate 146-01 Archer Ave. Jamaica, New York 11435	Audio-visual materials on pre-academic and academic subjects including "values"
E. E. Fairchild Corporation Box 3947 Rochester, New York 14610	Captain Kangaroo series of activities for young children, variety of puzzles and table games
E. E. Fairchild Corporation 80 Rockwood Place Rochester, New York 14610	Puzzles, board games, card games, flash cards, and so forth
Family Communications, Inc. 4802 5th Ave. Pittsburgh, Pennsylvania 15213	Mr. Rogers' Neighborhood and audio-visual materials for handicapped children
Fearon Publishers, Inc. 6 Davis Drive Belmont, California 94002	Publishers of a variety of books and materials for early childhood education, learning disabilities, and special education
Field Educational Publication 609 Mission Street San Francisco, California 94105	
Field Enterprises Education Corp. Merchandise Mart Plaza Chicago, Illinois 60654	Publisher of supplemental educational materials including *The World Book Encyclopedia* and *Childcraft*
Filmstrip House 432 Park Ave, South New York, N.Y. 10016	Audio-visual support system and workbooks in readiness areas
Finney Company 3350 Gorham Ave. Minneapolis Minnesota 55426	

Manufacturer or Vendor	Description
Fisher-Price Toys 606 Girard Ave. East Aurora, New York 14052	Pull and push toys, infant and musical toys, play family toys, puzzles, and wood action toys
Five Stop Sales Company 16655 Van Owen Van Nuys, California 91406	Art products (Rainbo-float-on)
Flaghouse, Inc. 18 West 18th St. New York, N.Y. 10111	Physical education materials and equipment for use by exceptional individuals
Follett Educational Corp 1010 West Washington Blvd. Chicago, Illinois 60607	Comprehensive early childhood development programs, assessment materials, books
Football Hobbies 4216 McConnel El Paos, Texas 79904	
Foreara Corporation 5401 Westbard Avenue Washington, D.C. 20016	
Franklin Publications, Inc. 2274 Glen Canyon Rd. Atladena, California 91001	
Fun & Games with Reading 266616 Indian Peak Rd. Palos Verdes Peninsula, California 90274	
Funedio P.O. Box 185 Sparks, Nevada 39431	
Fun-Things Company 11923 Venice Blvd. Los Angeles, California 90066	

Manufacturer or Vendor	Description
Gabriel Industries, Inc. 200 5th Ave. New York, N.Y. 10010	Learning toys and games, including erector sets and junior sporting goods
Gage Educational Publishing, Ltd. 164 Commander Blvd. Agincourt, Ontario, Canada MIS 3C7	Programmed reading and math kits, language activity cards, other educational materials
Garrard Publishing Company 1607 North Market Street Champaign, Illinois 61820	The Dolch reading readiness program, including phonics games
General Electric Company/ Instructional Industries, Inc. Executive Park Ballston Lake, N.Y. 12019	Project Life language program
General Learning Corporation 250 James St. Morristown, New Jersey 07960	Toy-lending library, a wide variety of educational manipulatives and activities
Ginn-Xerox Company 2134 Aster Place Costa Mesa, California 92627	
Ginn & Company Startler Bldg. Boston, Massachusetts 02117	Language and math materials
Globe Book Company, Inc. 175 Fifth Ave. New York, N.Y. 10010	
Goals, Inc. P.O. Box 281 Conroek, Texas 77301	
Goff's Educational Aids 12991 Newport Avenue Tustin, California 92680	Learning center ideas and materials

Manufacturer or Vendor	Description
Golden Press, Inc. Division of Western Publ. Co. 150 Parish Drive Wayne, New Jersey 07470	Supplemental books of a wide variety for pre-academic, academic, and pleasure
Grade Teacher Book Club P.O. Box 5555 Riverside, New Jersey 08075	Monthly publication and supplemental readers for children
Great Ideas, Inc. P.O. Box 274 Commack, New York 11725	Manipulative math materials and taskbooks including bilingual kits
Robert Green Enterprises 111 South Randell St. Madison, Wisconsin 53715	Piagetian instructional program using hardwood cars and trucks and activity cards for concept building in various areas
Grolier Educational Corp. 845 Third Ave. New York, N.Y. 10022	Programmed learning materials, reading, and so forth
Grosset and Dunlap, Inc. Education Division 51 Madison Ave. New York, N.Y. 10010	Publish many books to supplement curriculum areas from preschool to grade 6; includes topics such as language arts, jokes, and riddles, early start preschool readers, easy readers, and spanish easy readers
Grune & Stratton, Inc. 111 Fifth Avenue New York, N.Y. 10003	Assessment materials, books and professional publications
Gulf Coast Educational Products 4621 Fannin Street Houston, Texas 77004	
Gund Manufacturing Co. 360 Suydam St. Brooklyn, N.Y. 11237	Hand puppets, beanbags, infant toys, musical animals, and so forth

Manufacturer or Vendor	Description
Gymnastic Supply Company (GSC Athletic Equipment) 600 North Pacific Ave. San Pedro, California 90731	Equipment for movement education: air barrels, tumbler, animals, table, parachute, and many other helpful aids
H-G Toys, Inc. 750 Park Place Long Beach, N.Y. 11561	Hobby kits, play sets, easels and materials, paint sets, puzzles and chalkboards
H & H Enterprises, Inc. P.O. Box 3342 Lawrence, Kansas 66044	Behavior management and training materials for teachers and parents
E. M. Hale & Company Eau Claire, Wisconsin 54701	High interest-low reading level books
Hallmark Films & Recordings, Inc. 1511 E. North Avenue Baltimore, Maryland 21213	Training films for teachers and paraprofessionals
Halsam Products Company Division of Playskool Chicago, Illinois 60645	Complete line of preschool toys educational wood toys, infant toys, tyke byke, and other toys and games
Happy Math & Mathways 5534 Mason Avenue Woodland Hills, Calif. 91364	
Happy-Time Records 8-16 43rd Avenue L.I.C. New York, N.Y. 10001	
Harcourt Brace Jovanovich, Inc./The Psychological Corp. 757 Third Avenue New York, N.Y. 10017	Assessment instruments and professional texts and aids
Harper & Row 49 East 33rd Street New York, N.Y. 10017	Stories about family life and family relationships; wide selection of picture books

Manufacturer or Vendor	Description
Hasbro Industries, Inc. (Empire Pencil) 1027 Newport Avenue Pawtucket, Rhode Island 02862	Doctor and nurses kits, preschool toys, sewing kits, juvenile, sporting goods, wooden toys, Romper Room series, phono-viewer machines
H. Walt Haufe and Company 4203 Richmond Ave. Houston Texas 77027	
Hayden Book Company, Inc. 11256 Babbitt Ave. Granada Hills, California 91344	
D. C. Heath and Company Southwestern Regional Office 2700 Stemmons Expressway Dallas, Texas 75207	Reference texts for professionals and parents
Highlights for Children 2300 West 5th Ave. Columbus, Ohio 43216	Supplemental curriculum materials, multimedia presentations
Hoffman Information Systems 4423 Arden Dr. El Monte, California 91734	Individualized instruction in reading and language arts, including bilingual program
Holiday Games P.O. Box 2565 Bell Gardens, California 90201	
Holt, Rinehart & Winston 383 Madison Ave. New York, N.Y. 10017	Educational materials for home and community, holidays, seasons, animals, sounds and patterns
Houghton-Mifflin Company One Beacon St. Boston, Massachusetts 02107	Educational kits related to language, listening, letter cards, animals, and so forth; audio-visual support system for preschool curriculum

Manufacturer or Vendor	Description
Hubbard Scientific Company 2855 Shermer Rd. Northbrook, Illinois 60062	Life science programs designed for special education
Hudson Photographing, Inc. Irving-on-Hudson New York, N.Y. 10001	
Huff & Company P.O. Box 3675 Stanford, California 94305	Supplemental educational materials for staff, parents, and children regarding assessment, remediation, and evaluation
Human Development Training Institute 7574 University Ave. Lamesa, California 92041	Developmental profile awareness activities social interaction; films and activities for teaching children about conflict feelings
Human Policy Press Box 127 University Station Syracuse, New York 13210	Instructional materials on social change for educators and others
IBM Corporation 7900 North Astronaut Blvd. Cape Canaveral, Florida 32920	Office equipment (typewriters and the like) for use in special education
Ideal School Supply Company 11000 S. Lavergne Ave. Oak Lawn, Illinois 60453	A wide range of toys and games and other educational materials to promote different pre-academic skills; also, equipment and supplies
Imperial Film Company 4404 S. Florida Ave. Lakeland, Florida 33803	Educational films
Imperial International Learning Corporation P.O. Box 548 Kankakee, Illinois 60901	Multisensory programmed material in pre-academic and academic areas

Manufacturer or Vendor	Description
Incentive Publications, Inc. P.O. Box 12522 Nashville, Tennessee 37212	Curriculum materials, including the Kids' Stuff series
Inner Cities 651 Vanderbilt Ave. Brooklyn, N.Y. 11238	
In-sight Learning Aids 3113 S. Manitoba Santa Ana, California 92704	
Institute of Educational Research 4 West Park Ave. Long Beach, N.Y. 11561	Programmed reading curriculum for exceptional children
Instructional Communications Technology, Inc. Taylor Associates Hawk Drive Huntington, New York 11743	Audio-visual equipment for reading
Instructional Fair, Inc. 4158 Lake Michigan Drive Grand Rapids, Michigan 49504	A variety of materials for preschool curriculum
Instructo Corporation (Subs. McGraw-Hill) Cedar Hollow Rd. Padli, Pennsylvania 19301	Flannelboards and manipulatives, mobiles, science kits, filmstrips and records; spirit duplicating activity books
International Book Company 7300 Biscayne Blvd. Miami, Florida 33138	
Interpretive Education 400 Bryant St. Kalamazoo, Michigan 49001	

Manufacturer or Vendor	Description
Interstate Library Service Co. 4600 N. Cooper Oklahoma City, Oklahoma 3100	
Interstate Printer and Pub. 19 North Jackson Street Danville, Illinois 61832	Professional and Paraprofessional materials for use with exceptional children
Jalmar Press, Inc. 391 Munroe St. Sacramento, California 95825	Transactional analysis support materials for young children including filmstrips, cassettes
Milton A. Jacobs, Inc. (Jacobs Sales, Inc.) 200 5th Ave. New York, N.Y. 10010	Preschool toys, crafts, peg table, sports equipment, and so forth
Jayfro Corporation Hartford Turnpike P.O. Box 400 Waterford, Connecticut 06385	
Judy Company 310 North Second Street Minneapolis, Minnesota 55400	
Kaplan School Supply Corp. 600 Jamestown Rd. Winston-Salem, North Carolina 27103	Outdoor and indoor play equipment, infant toys, diagnostic tests and programs (Learning Accomplishment Profile) records and teacher aids
Ken-a-vision 5615 Raytown Rd. Kansas City, Missouri 64133	
Kenner Products Division of General Mills Fun Group, Inc. 912 Sycamore St. Cincinnati, Ohio 45202	A wide range of "audio" toys, dolls and other educational games, toys, and activities

Manufacturer or Vendor	Description
Kiddie Kreations 4301 Lahser Rd. Bloomfield Hills, Michigan 48103	Thermal insulated drinking mugs for children to design
Kilgore Corporation Toone, Tennessee 38381	Toys and games for preschool, wood action toys, and so forth
Kimbo Educational Records P.O. Box 246 Deal, New Jersey 07723	Records, cassettes, filmstrips, and books, including activities for movement education
Kindern, Inc. Early Childhood & Special Education Materials 1354 Rupert Rd. Decatur, Georgia 30030	A variety of educational activities and materials
King Features 235 East 45th St. New York, N.Y. 10017	
Kleeco Publishing, Inc. 600 West Jackson Blvd. Chicago, Illinois 60606	
Knowledge Aid; MJE Corporation 6633 West Howard Street Niles, Illinois 60648	
Kohner Bros., Inc. P.O. Box 158 East Paterson, New Jersey 07407	Infant and preschool age toys and games
Kusan, Inc. 3206 Belmont Blvd. Nashville, Tennessee 37212	Push-pull toys, play sets, furniture, including Disney characters, and games
Lady Bug Enterprises 16 Viking Hall Port Lavaca, Texas 77979	

Manufacturer or Vendor	Description
Lakeshore Curriculum Materials 5369 West Pico Blvd. Los Angeles, California 90019	A wide variety of educational materials and equipment to be used in early childhood programs for the handicapped
Lakeshore Equipment Company 16463 Phoebe Ave. La Mirada, California 90638	
Lakeside Toys Div. of Leisure Dynamics, Inc. 4400 West 78th Street Minneapolis, Minnesota 55435	Wide assortment of games, kits, play sets (medical, cosmetic, jewelry, etc.) and child edition of popular TV games
Lapin Productions Asburry Park, New Jersey 07712	
Laurie Enterprises Havermill, Massachusetts 01830	
Learn-X Corporation 1600-2400 Eighth Ave. Lake City, Minnesota 55041	Visual-audio-tactile program, alphabet and number concept aids, and so forth
Learning Arts P.O. Box 917 Wichita, Kansas 67201	
The Learning Business 30961 Agoura Rd.-Suite 325 Westlake Village, California 91361	Curriculum materials related to language development, reading, math, and parent education
Learning Concepts, Inc. 2501 North Lamar Austin, Texas 78705	Diagnostic and remedial materials in special education subjects; Bilingual and bicultural materials
Learning Pathways, Inc. P.O. Box 1407 Evergreen, Colorado 80439	Diagnostic materials, in-service support system, curriculum materials

Manufacturer or Vendor	Description
Learning Products, Inc. 725 Fee Fee Rd. Maryland Heights, Missouri 63043	Building blocks and puzzles, chairs and table, ride toys, and so forth
Learning Resources P.O. Box 538 El Toro, California 92630	Color filmstrips to supplement instructional materials
Learning Skills, Inc. 17951-G Sky Park Circle Irvine, California 92707	Prescriptive reading program
A. B. Le Crone Co. 819 N.W. 92nd Oklahoma City, Oklahoma 73114	Rhythm records, music books, and musical instruments
The Lederer Industries, Inc. 50 Carnation Ave. Floral Park, N.Y. 11002	Holiday-related toys, games, and prizes
Leggo Division Samsonite Corporation Denver, Colorado 80217	
Lerner Publications Co. 241 First Avenue Minneapolis, Minnesota 55401	
Leswing Communication, Inc. 5208 Alta Vista St. San Diego, California 92109	
Lieberman Associates 200 5th Ave. New York, N.Y. 10010	
Lincoln Music 162 West Lincoln Ave. Anaheim, California 92805	Musical instruments, music, and rhythm instruments.

Manufacturer or Vendor	Description
J. B. Lippincott Co. Education Publishing Company East Washington Square Philadelphia, Penn. 19105	Pre-reading, readiness, and early childhood materials
Listener Educational Enterprises, Inc. Hollywood Blvd. Hollywood, California 90028	Audio-visual materials for language math, social science, and bilingual-bicultural education
Little,Brown & Co. 34 Beacon St. Boston, Massachusetts 02106	A variety of books with high appeal for children
Little Kenny's Publications, Inc. Chicago, Illinois 60630	
Barnell Loft & Dexter Westbrook, Inc. 958 Church Street Baldwin, New York 11520	Individual reading and language arts curriculum materials
Love Publishing Company 6635 East Villanova Place Denver, Colorado 80333	Books, educational kits, and newsletters for use with exceptional children
E. S. Lowe Company, Inc. 39-34 43rd St. Long Island City, N.Y. 11104	Educational games and toys, puzzles, table games
Lyndon Craft Educational Equipment P.O. Box 12 Rosemead, California 91770	Motor education equipment, curriculum materials for special education, and so forth
Lyons Band Company 688 Industrial Drive Elmhurst, Illinois 60126	Regular musical instruments and accessories
Lyons & Carnahan Publishers 407 East 25th Street Chicago, Illinois 60616	Educational books for children

Manufacturer or Vendor	Description
Lyons Catalog Lyons Band 530 Riverview Ave. Elkhart, Indiana 46514	Learning materials for the early years and exceptional children, including most popular name educational products and rhythm instruments
MCM Corporation 283 Greenwich Ave. Greenwich, Connecticut 06830	Cassette recorder and card reader for individualized instruction
McCormick-Mathers Publishing 213½ Arnaz Dr. Beverly Hills, California 90211	
McDougal, Littell & Company 2557 Fairbrook Dr. Mountain View, California 94040	
McGraw-Hill Early Learning Cedar Hollow & Mathews Rds. Paoli, Pennsylvania 19301	Extensive materials for early childhood special education, including some with Spanish adaptation; audio-visual aids
McIntosh-Lind Industries, Inc. Houstin, Texas 77029	
McKnight & McKnight Publishing Company Bloomington, Illinois 61701	
McMillin-Anderson, Inc. P.O. Box 4247 Pasadena, Texas 77502	
3M Business Products 6521 Southwest Freeway Houston, Texas 77036	
MacMillan Publishing Co., Inc. Front and Brown Streets Riverside, New Jersey 08075	Materials for perceptual and organization skills, math and science, language and social; other early childhood "discovery" materials

Manufacturer or Vendor	Description
MacMillan Teachers Center 2200 W. Alameda Ave. Denver, Colorado 80223	A wide range of educational materials, supplies, equipment, and furniture
Mafex Associates, Inc. P.O. Box 519 Johnstown, Pennsylvania 15907	A variety of curriculum guides and books for parents and teachers
Magnus Craft Materials, Inc. 304-8 Cliff Lane Cliffside Park, New Jersey 07010	Creative arts and crafts supplies
Maidment Sales Corporation 200 5th Ave. New York, N.Y. 10010	Puzzles, activity games, recreational equipment, preschool toys
Malk Associates 319 Patchester Drive Houston, Texas 77024	
Manson Western Corporation 12031 Wilshire Blvd. Los Angeles, California 90025	
Maplewood Products Peabody, Massachusetts 01101	
William B. Marcus 200 5th Ave. New York, N.Y. 10010	Sesame Street, books, records, wood toys, games, and so forth
Marie's Educational Materials, Inc. 1958 South Murphy Sunnyvale, California 94086	Vendor of a wide range of educational products
Marlin Toy Products, Ind. 300 Ellison St. Horicon, Wisconsin 53202	Infant and preschool toys

Manufacturer or Vendor	Description
Mattel, Inc. 5150 Rosecrans Ave. Hawthorne, California 90250	A wide range of preschool toys and games, including those that talk; Barbie dolls, and so forth
Charles Mayer Studios, Inc. 140 E. Market St. Arkon, Ohio 44308	Visual training aids, materials for speech therapy
Mead Educational Services 245 North Highland Ave., N.W. Atlanta, Georgia	A wide variety of early childhood/ special education learning tools, furniture and outdoor hoops, balls, and so forth
Media for Education 10929 Weyburn Los Angeles, California 90024	
Melton Book Company, Inc. 111 Leslie Street Dallas, Texas 75207	
Mental Health Materials Center 104 East 25th Street New York, N.Y. 10022	
Merdel Game Manufacturing Co. Ludington, Micigan 49431	Games and Equipment to enhance physical coordination
Charles E. Merrill Publishing Co. 1300 Alum Creek Drive Columbia, Ohio 43216	Study prints for creative growth and learning in pre-academic and academic areas
Merwin Smith Company, Inc. 200 5th Ave. New York, N.Y. 10010	Infant toys, beach and sand toys, scientific toys and telescopes
Midwest Publishing Company P.O. Box 307 Birmingham, Michigan 48012	Games, activity books, and so forth, to supplement curriculum

Manufacturer or Vendor	Description
Midwest Publications Co., Inc. P.O. Box 129 Troy, Michigan 48084	
Milady Publishing Company 3839 White Plains Rd. Bronx, New York 10467	
Miller Books 489 San Pasquel Dr. Alhambra, California 91801	
Miller-Brody Productions, Inc. 342 Madison Ave. New York, N.Y. 10017	Math audio response system, grades 3-8 and audio-visual instructional materials
John G. Millser 4611 Cole Street Amarillo, Texas 79106	
Milliken Publishing Company 810 N. Waterman Avenue San Bernardino, California 92410	Preschool and kindergarten teaching aids to promote readiness skills, including filmstrips and duplicating masters
Milton Bradley Company/ Playskool Springfield, Massachusetts 01101	A wide variety of educational toys, games, educational kits, and child-size furniture
Mind, Inc. 1133 Avenue of the Americas New York, N.Y. 10036	Pre-academic and academic materials, films, and so forth
Mind/Matter Corporation P.O. Box 345 Danbury, Connecticut 06810	Manipulative devices for teaching early childhood subjects, including metric system
Miner Industries, Inc. 200 5th Ave. New York, N.Y. 10010	Child-size household items, infant toys, dolls, and so forth

Manufacturer or Vendor	Description
Mini-Gym, Inc. 909 W. Lexington Ave. Independence, Missouri 64050	Physical exercise equipment, including that appropriate for use with handicapped children
Miracle Recreation Equipment Co. Box 275 Grinnell, Iowa 50112	Instructional swimming system with with learner pool and other recreational equipment
Modern Curriculum Press 985 S. Carmelina Los Angeles, California 90049	Diagnostic tests, readiness materials, and teacher's aids
Modern Education Corporation P.O. Box 721 Tulsa, Oklahoma 74101	Materials used in speech and language therapy-cards, games and so forth
Montessori Toys, Inc. 15 Central Drive Farmingdale, New York 11735	Manipulative toys and activities to to accompany Montessori-type programs
Morrison School Supplies 304 Industrial Way San Carlos, California 94070	Distributor of a wide variety of popular name brands of educational materials and supplies
Morrow-Lothrop School & Library Division 105 Madison Ave. New York, N.Y. 10016	
The C. V. Mosby Company 3301 Washington St. Louis, Missouri 61303	Curriculum guides and other teaching aids developed for exceptional children
Mosier Materials Box 3036 San Bernardino, California 92402	Variety of "space rugs" used to promote balance, coordination, spatial orientation, and so forth
Motivation Development, Inc. Box 427 Bishop, California 93514	Individualized programs in math and music

Manufacturer or Vendor	Description
Multi-Media 3146 Carlston Drive Dallas, Texas 75235	
Multiple Toymakers Division of Miner Industries 200 5th Ave. New York, N.Y. 10010	Skill and action games, cars, trucks, puzzles, and so forth
Munro Games, Ind. 3901 Union Rd. Buffalo, N.Y. 14225	Games, sports equipment, and "triple-thick" picture puzzles
Murdock Corporation 158 Carter Street Chelsea, Massachusetts 02150	
My-Toy Co., Inc. My-Toy West, Inc. 140-43rd St. Brooklyn, N.Y. 11323	Stuffed toys, musical toys, vinyl novelties, preschool toys, puppets, and so forth
NASCO 901 Jonesville Ave. Fort Atkinson, Wisconsin 53538	A comprehensive catalog of teaching aids and supplies for preschool, special education aids, arts and crafts
National Aid to Visually Handicapped 3201 Balboa Street San Francisco, California 94121	Educational products for the visually impaired
National Association for Retarded Citizens 2709 Avenue E. East Arlington, Texas 76011	Programs and services for retarded individuals
National Audiovisual Center Washington, D.C. 20409	Audio-visual materials produced by or for U.S. government agencies, including training films for professionals and parents

Manufacturer or Vendor	Description
National Educational Corp. #59 South McDonough Street Montgomery, Alabama 36104	
National Educational Laboratory Publishers, Inc. 813 Airport Austin, Texas 78702	Multi-media instructional systems (Spanish-English, and English)
National Textbook Co. 425 South Shields Anaheim, California 92804	Vendor of major textbooks for professionals
Navajo Education Resources Center P.O. Box 148 Tohatchi, New Mexico 87325	Special education programs and services provided by the Bureau of Indian Affairs
New Century 440 Park Ave., South New York, N.Y. 10016	Audio visual support system for language development, reading, and math readiness
New American Library 120 Woodbine Street Bergenfield, New Jersery 07621	Sesame Street paperbacks
New Dimensions in Education, Inc. 160 Dupont Street Plainview, New York 11803	Individualized reading programs
New Readers Press Syracuse, New York	
Newsfoto, Ed. Division Taylor Publishing Company Box 1392 San Angelo, Texas 76901	
Nifty, Inc. Houston, Texas	

Manufacturer or Vendor	Description
Noble & Noble Publishing Co. 750 Third Avenue New York, N.Y. 10013	A variety of readiness materials, including the Try kit for reading
North American Recreation P.O. Box 758 Bridgeport, Connecticut 06601	Recreational equipment for special programs in corrective and adapted physical activities
Nystrom 3333 Elston Avenue Chicago, Illinois 60618	
Ohio Art Co. P.O. Box 111 Bryan, Ohio 43506	Etch-a-Sketch, preschool items, sand and beach toys and so forth
Olympus Publishing Company 1670 East 13th South Salt Lake City, Utah 84105	Toy lending library, audio-visual support system for parents and teachers, child development and career education materials
Open Court Publishing Co. Box 399 LaSalle, Illinois 61301	Educational materials to teach basic physical, social and intellectual skills
Opportunities for Learning 5024 Lankershim Blvd. Dept. G4 North Hollywood, California 91601	Selected materials for special learners and teachers in-service education
F. A. Owen Publishing Co. Dansville, New York 14337	
Oxford Book Co., Inc. 1648 Fairlawn Avenue San Jose, California 95125	
P.S.M., Inc. 11000 Reistertown Rd. Owingsmills, Maryland 21117	

Manufacturer or Vendor	Description
Pacific Oaks College/ Children School 714 West California Blvd. Pasedena, California 91105	
Pacific Press Publications Associates Mountain View, Calif. 94040	
Padgets 401 South 13th St. Waco, Texas 76710	
Palmer Company 1720 West Irving Park Rd. Schaumburg, Illinois 60172	
Serbando P. Pantanan Editorial Prentice-Hall Int. Englewood Cliffs, New Jersey 07632	
Parents' Magazine Press 52 Vanderbilt Ave. new York, N.Y. 10017	Audio-visual support system for parents and teachers to gain understanding of the child; books for children and adults
Parents Are Teachers (PAR) Project 464 Central Ave. Northfield, Illinois 60093	Curriculum guides for parents and teachers primarily using household items as teaching tools; bilingual edition available
Peek Publications P.O. Box 11065 Palo ALto, California 94306	Curriculum materials including perceptual motor and developmental games
Peerless Playthings Co., Inc. 80 Grove Street Paterson, New Jersey 07503	Commercial toys and games
Pennant Educational Materials 4680 Alvarado Canyon Rd. San Diego, California 92120	Variety of educational products

Manufacturer or Vendor	Description
Perception Development Research Associates P.O. Box 936 Laporte, Texas 77571	
Perceptual Learning Systems P.O. Box 864 Dearborn, Michigan 48121	Assessment instruments and programs for auditory perception
Peripole Brown Milles, New Jersey 08015	
Philip Specalty Co. 3018 E. Main Grand Prairie, Texas 75050	Manufacturers of tables and stools
Philograph Publications, Ltd. 69-79 Fulham High Street London, SES, England	
Phonovisual Products, Inc. 12216 Parklawn Dr. Rockville, Maryland 20852	Games, books, and charts to promote reading skills
Photo School Films, Inc. 3770 Tracy Street Los Angeles, California 90027	Curriculum materials used in teaching communication skill to adolescents and adults
Photo and Sound Company 870 Monterey Pass Road Monterey Park, Calif. 91754	Programmed materials for math and reading
Pitman Publishing Company 20 East 4600 Street New York, N.Y. 10017	Professional reference books
Plastic Toy and Novelty Company 5801 Second Ave. Brooklyn, New York 11220	Infant and preschool educational toys, children's sports sets (golf, and so forth)

Manufacturer or Vendor	Description
Plastics Manufacturing Co. 2700 South Westmoreland Dallas, Texas 75224	Supplies and materials for arts and crafts
Platt and Munk Questor Education Products Co. 1055 Bronz River Ave. Bronx, New York 10472	Child guidance toys and activities, hobby kits, serving cards, and so forth
Play'N'Talk International Headquarters Oaklahoms City, Oklahoma 73116	
Playground Corp. of America Division Modular–Aqua Systems 29-24 40th Ave. Long Island City, New York 11101	Manufactuers of "Playscape," a scientifically coordinated planned play environment designed to promote physical coordination
Playschool, Inc. Milton Bradley Co. 3720 N. Kedzie Ave. Chicago, Illinois 60618	Preschool toys, wooden toys, infant toys, tiles and bricks, activity kits, and so forth
Portoland & Meyer Sales 1107 Broadway New York, N.Y. 10010	Games, puzzles, activity cards, and so forth
Potomac Engineering Co. 664 North Micigan Avenue Chicago, Illinois 60611	
Practical Drawing P.O. Box 5388 Dallas, Texas 75222	
Prentice-Hall International Englewood Cliffs, New Jersey 07632	Reference books for professional and para-professionals

Manufacturer or Vendor	Description
Preschool Learning Corp. Box 6244 Overland Park, Kansas 66207	Parent-teaching workbooks containing activities to promote basic skills in children
Pre-School Publications P.O. Box 272 Commerce, Texas 75428	A wide variety of equipment, learning materials and teaching aids
Pressman Toy Corporation 200 5th Ave. New York, N.Y. 10010	Preschool toys and games, and so forth
J. A. Preston Corporation 71 Fifth Ave. New York, N.Y. 10003	Eating utensils and aids, Montessori-type materials, playground equipment, and a wide selection of special materials; also wheelchairs
Mel Price Sales Corporation 200 5th Ave. New York, N.Y. 10010	Costumes, infant musical toys, hobby kits, and so forth
Princeton Playthings 2345 Paragon Dr. San Jose, California 95131	Toys and games to enhance perceptual growth and pre-academic and academic skills
Printing Road to Reading Whittier College 13406 E. Philadelphia Whittier, California 90601	
Proctor and Gamble Professional Services Division P.O. Box 171 Cincinatti, Ohio 45201	Mental hygiene program basic dental health packet
Pruett Press P.O. Box 1560 Boulder, Colorado 80301	
Pumpkinseed Coldwater Tavern Rd. Nassau, New York 12123	

Manufacturer or Vendor	Description
G. P. Putnam's Sons Coward, McCann & Geoglegan, Inc. 200 Madison Ave. New York, N.Y. 10016	
Questor Education Products Co. 1055 Bronx River Ave. Bronx, New York 10472	Child guidance toys and games, including the Sesame Street series, magnetic boards, and Tinkertoy sets; books for children
RCA Records Educational Department 1133 Avenue of the Americas New York, N.Y. 10036	Audio-visual support system, books and records for preschool and early childhood
R & E Research Associates 4843 Mission St. San Francisco, California 94112	
R & S Toy Manufacturing Co. 344 Maujer St. Brooklyn, New York 11206	Tool chests, preschool educational toys, canteen sets, and so forth
Alex Rachak Recreation Co. 3051 S. Broadway P.O. Box 18 Englewood, Colorado 80110	Distributor of a wide range of educational and indoor athletic play equipment
Radiant Manufacturing Company Morton Grove, Illinois 60053	
Rand McNally and Company 11206 Austin Way Stanton, California 90680	Supplemental books
Random House, Inc. Department of Library Services 201 E. 50th St. New York. N.Y.	Newsletter, bibliographies, juvenile and individualized learning and curriculum enrichment, posters

Manufacturer or Vendor	Description
Random House/Singer 4640 Harry Hines Blvd. Dallas, Texas 75235	Reading readiness activities and other educational kits and curriculum guides
Readers Digest Association, Inc. Pleasantville, New York 10570	Playskills Kits to assist young children to master basic learning skills
Recreation/Physical Activities Supplies P.O. Box 2004 Anaheim, California 92805	Table games, puzzles, mats, gym equipment adaptable for exceptional children
Reeves International, Inc. 1107 Broadway New York, N.Y. 10010	Preschool and infant toys, trains, sailboats, wooden castles, and so forth
Reliance Products Corporation 108 Mason Street Rhode Island 02895	Playthings and accessories for children from birth to 24 months of age; toys and puppets, and so forth
Remco Industries, Inc. Cape May Street Harrison, New Jersey 07029	Preschool toys, dolls, camping activity sets, electronics toys, and so forth
Remington Rand Office Machines P.O. Box 66829 Houston, Texas 77006	
Research Games, Inc. 200 5th Ave. New York, N.Y. 10010	Table games on a wide variety of different subjects
Research Press 2612 North Mattis Avenue Champaign, Illinois 61820	Reference books for parents and educators
Responsive Environments Corp. 200 Sylvan Avenue Englewood Cliffs, New Jersey 07632	

Manufacturer or Vendor	Description
Review Educational Films, Inc. 3623 Cahuenga Blvd. West Hollywood, Calif. 90068	Audio-visual math support system
Rhemm Caliphone Corporation 5922 Boxcraft Avenue Los Angeles, California 90016	
Rhythm Band, Inc. P.O. Box 126 Fort Worth, Texas 76101	
Rhythm Records, Inc. 819 Northwest 92nd Oklahoma City, Oklahoma 73120	
Frank E. Richards Publishers 1453 Main Street Phoenix, New York 13135	Special education materials for the disadvantaged and slow learner
Frank E. Richards Publishing Co., Inc. 330 First St. Liverpool, New York 13088	Reference books for educators and activity books for children
S. P. Associates 1807 Sindney Street Houston, Texas 77017	
S & S Arts and Crafts Colchester, Connecticut 06415	Arts and crafts supplies and materials for exceptional children
Gilbert Sacks Enterprises P.O. Box 66442 Los Angeles, California 90066	Playbuoy equipment to be used for exercise and play involvement
William H. Sadlier & Oxford Book Co. 2085 E. Foothill Blvd. Pasadena, California 91109	

Manufacturer or Vendor	Description
Sanitoy, Inc. 150 Roosevelt Plaze Palisades Park, N. 7. 07650	
San Sebastian Designs 4007 Bellaire Blvd Houston, Texas 77025	
Saturday Evening Post Youth Publications P.O. Box 1463 Indianapolis, Indiana 46206	A collection of activity books for young children, including monthly publications
W. B. Saunders Co. West Washington Square Philadelphia, Penn. 19105	Reference books and related publications primarily in the area of psychology
Scandia Workshops—a Division of Powell School Read Oak, Iowa 51566	Instructional materials for exceptional children
FAO Schwarz Fifth Ave. at 58th St. New York, N.Y. 11022	A wide variety of toys, games, musical instruments, and so forth; child-size occupational uniforms
Science Research Associates, Inc. 259 E. Eric Street Chicago, Illinois 60611	The SRA series for early childhood learning programs; also, the DISTAR instructional system
Frank Schaffer 26616 Indian Peak Rd. Palos Verdes, California 90724	A variety of activity cards, books, and so on to supplement instruction
Schloat Productions A Prentice-Hall Company 150 White Plains Rd. Tarrytown, New York 10591	A variety of color sound filmstrips on various subjects related to learning
Scholastic Magazines 902 Sylvan Ave. Englewood Cliffs, N.J. 07632	Audio-visual support systems on building self-concept and learning skills

Manufacturer or Vendor	Description
Scholastic Magazines and Book Services 50 West 44th Street New York, N.Y. 10036	Individualized reading program, puzzle books, support systems on building self-concept and learning
School and College Service 1730 Chicago Avenue Evanston, Illinois 60201	Books and supplies
Schools Days Equipment Co. 973 N. Main Los Angeles, California 90015	Furniture, equipment, and supplies
Scott, Foresman & Company 1900 East Lake Ave. Glenview, Illinois 60025	Multisensory learning materials in language art, English as a second language, math, health, and social studies
Scott Resources, Inc. 1900 East Lincoln Fort Collins, Colorado 80522	Math materials adaptable for exceptional children
Charles Scribner's Sons 597 Fifth Ave. New York, N.Y. 10017	Audio-visual materials, books, curriculum materials, and the like
The Seabury Press 815-2nd Ave. New York, N.Y. 10017	Books for young children of all ages, from preschool through early teens
Sears, Roebuck & Company Dept. 703 303 East Ohio Street	"Wonder of Growing" series of toys for infants through early childhood; each toy accompanied with an instructional guide
Selchon & Righter Co. 2215 Union Blvd. Bayshore, New York 11706	Games and puzzles

Manufacturer or Vendor	Description
Shindana Toys Division of Operation Bootstrap, Inc. 6107 South Central Ave. Los Angeles, California 90001	A complete line of black dolls and games
Sigma Scientific, Inc. P.O. Box 1302 Gainesville, Florida 32601	
Silver Burdett Co. Box 362 Morristown, New Jersey 90760	Supplemental books for professional and parents
Singer/SVE 1345 Diversey Parkway Chicago, Illinois 60614	Learning modules, holiday program materials, filmstrips, metric module, folktale kits, and so on
Skill Development Equipment Co. 1340 North Jefferson Anaheim, California 92807	Books and equipment in the areas of early childhood/general physical education, including mats, balls, and various-shaped inflatable equipment
Charles B. Slack, Inc. 6900 Grove Rd. Thorofare, New Jersey 08086	Publications on many special education topics
Society for Visual Education 1345 Diversey Parkway Chicago, Illinois 60614	Publications and aids for the visually impaired
South-Western Publishing Co., Inc. 4411 Brookside Irvine, California 92705	
Southwest Media Services 14118 Kiamesha Court Houston, Texas 77040	

Manufacturer or Vendor	Description
Special Child Publications 4535 Union Bay Place NE Seattle, Washington 98105	Educational books, programs, and materials to serve the special child
Special Education Aids P.O. Box 721 Tulsa, Oklahoma 74101	
Special Education Curriculum University of Iowa West 305 East Hall Iowa City, Iowa 52240	
Special Education Materials, Inc. 484 South Broadway Yonkers, N.Y. 10705	A wide variety of supplemental materials, including play equipment
Special Olympics, Inc. 1701 K Street, N.W. Suite 203 Washington, D.C. 20006	Sports and athletic training programs to develop physical fitness and self-concept
Speco Educational System 1230 North Industrial Dallas, Texas 75207	
Norman Spiegel Sales Co. 200 5th Ave. New York, N.Y. 10010	Preschool educational toys, battery-operated toys, phonographs, walkie-talkies, and so on
Stahlwood Toy Manufacturing Manufacturing Co. 601 West 50th Street New York, N.Y. 10019	Infant toys, cradle exercises, washable toys, and the like
Stallman Educational Systens, Inc. P.O. Box AL Roslyn Heights, New York 11577	Filmstrips, music books, bilingual material, movement education, and so forth

Manufacturer or Vendor	Description
Stanley Tools 600 Myrtle Street New Britian, Connecticut 06050	Instructional aids and tools for use with young children
Stanwix House, Inc. 3020 Chartiers Ave. Pittsburgh, Pennsylvania 15204	Reference materials and publications to supplement curriculum
Steck-Vaughn Co. P.O. Box 2028 Austin, Texas 78767	Materials for special education in basic pre-academic and academic areas
Stern Associates 200 5th Ave. New Yorkn N.Y. 10010	Action sport games, preschool games, juvenile furniture, and so on
Stone Educational Publication (Formerly Century) 6363 Broadway Chicago, Illinois 60626	
R. H. Stone Products 13735 Puritan Detroit, Michigan 48227	A wide variety of popular teaching aids for special education programs
Structo Division King-Seeley Thermos Co. Route 75 at Structo Dr. Freeport, Illinois 61032	Steel toys, sport-type vehicles, construction toys, and the like
Study Scope Company 319 East Front Tyler, Tecas 75701	
Sun Products Corporation P.O. Box 150 Barberton, Ohio 44203	Super rubber balls, athletic balls, preschool games, and so forth
T Q Publishers 3912 Ramsey Corpus Christi, Texas 78415	

Manufacturer or Vendor	Description
William Talbot Associates 13 Sugar Maple Drive Roslyn, N.Y. 11576	Play sets, rubber balls, radios, tape recorders, phonographs, and the like
Tandem Press Tannersville, Penn. 18372	Black history alphabet recognition program for early grades, cassettes, and songbooks
Tandy Leather Company 3157 Wilshire Blvd. Los Angeles, California 90010	Tools, supplies, materials for leather goods
Tane Press 2914 Oak Lawn Dallas, Texas 75219	
Tapes Unlimited 13001 Puritan Avenue Detroit, Michigan 48227	Tapes on a wide variety of subjects
Tarrson Company 2762 N. Clybourne Ave. Chicago, Illinois 60614	Preschool toys, sand and beach toys
Taylor Associates Instructional/Comm. Tech., Inc. Hawk Drive Lloyd Harbor, New York 11743	Guided reading audio-visual program, Spanish narrations, arithmetic facts drills
Taylor Publishing Company Newsfoto Ed. Division Box 1392 San Angelo, Texas 76901	Educational materials to enhance skill development; "Your World" series familiarizes children with various settings
Teacher Publication Company 33 Leroy Avenue Darien, Connecticut 05820	
Teachers P.O. Box 398 Manhattan Beach, Calif. 90266	

Manufacturer or Vendor	Description
Teacher's Pet Company P.O. Box 12442 Capitol Station Austin, Texas 78711	
Teachers Supply Company 4281 Dacoma Houston Texas 77018	
Teaching Aids, Inc. P.O. Box 3527 Long Beach, California 90803	Materials and equipment for the development and improvement of learning skills in pre-academic and academic areas
Teaching Resources Corp. 100 Boylston Street, Boston, Massachusetts 02116	Resource materials for basic skills development, educational kits, games and activities
Tenesensory Systems, Inc. 1889 Page Mill Rd. Palo Alto, California 94304	Reading machines, equipment, and materials used by the blind
Texas Education Agency 201 East 11th Street Austin, Texas 78701	
Texas Educational Aids 4745 Main Street Houston, Texas 77002	
Tico-Toys, Inc. 999 Main St. Pawtucket, R.I. 02860	Preschool toys, holiday items, plastic toys and novelties
Time-Life Libraries, Inc. 1950 S. La Cienega Los Angeles, Calif. 90034	A wide listing of reference books to supplement curriculum; Time-Life illustrated series
Tinkertoy (Questor Educ. Products Co.) 1055 Bronx River Ave. Bronx, N.Y. 10472	Various sizes of Tinkertoy sets and other manipulative toys and games

Manufacturer or Vendor	Description
Tonka Corporation Mound, Minnesota 55364	Scale model vehicles for young children
Tot Toys Box 87 Wadena, Mass. 57482	Variety of wooden toys and blocks, including "alpha" blocks; also, weaving looms
Toy Tinkers A. G. Spalding & Bros. 807 Greenwood St. Evanston, Illinois 60201	Wooden beads, geometric blocks, tools, machine devices to promote play and learning
Transogram Co., Inc. Subsid. Miner Industries, Inc. 200 5th Ave. New York, N.Y. 10010	Dramatic-play kits, preschool educational toys and games
Trend Enterprises Pre-School Publications Box 272 Commerce, Texas 75428	
Trend Enterprises, Inc. 2583 University Ave. St. Paul, Minnesota 55114	Bulletin board cutout sets and toys and games for special education programs; also, educational kits
Triarco Arts & Crafts 3201 Old Glenview Rd. Wilmette, Illinois 60091	Arts and crafts materials and supplies
Tuco Work Shops (Div. of Munro Games) 3901 Union Rd. Buffalo, N.Y. 14225	Wood puzzles (triple thick quality)
Tupperware Corporation Orlando, Florida 32802	Select group of toys appropriate for infants and young children
Uncle Milton Industries, Inc. 451 North LaCienega Blvd. Los Angeles, California 90048	Ant farms, butterfly nets

Manufacturer or Vendor	Description
The Ungame Company A Division of Au-Vid, Inc. P.O. Box 964 Garden Grove, Calif. 92642	Games to develop insight and human relationships
Albert Unger, Inc. 200 5th Ave. New York, N.Y. 10010	Toys, games, crafts, school supplies
United Transparencies, Inc. P.O. Box 688 Binghamton, New York 13902	
University of Illinois Press 100 University Press Building Urbana, Illinois 61801	Assessment instruments and materials for exceptional children, teacher and parent training, and so on
University Park Press Chamber of Commerce Bldg. Baltimore, Maryland 21202	Professional reference books
Univision, Inc. 6143 N. 60th St. Milwaukee, Wisconsin 53218	Holiday decorations, educational games
U.S. Toy Company (Constructive Playthings) 1040 E. 85th Street Kansas City, Missouri 64131	A wide variety of toys, games, and other educational materials for special education.
Vantel Corporation P.O. Box 6590 Orange, California 92667	Movement education equipment, including mats, various foam shapes, busy box, large balls, and trampolines
Viking Press 625 Madison Ave. New York, N.Y. 10022	A variety of educational kits to develop conceptual and aesthetic skills
Visualtak 1610-26th St. Santa Monica, California 90404	Program materials for visually impaired and blind individuals

Manufacturer or Vendor	Description
Vort Corporation P.O. Box 11132 Palo Alto, California 94306	
Vue Pak, Inc. New York, N.Y.	
Vocational Research Institute, JEVS 1913 Walnut St. Philadelphia, Penn. 19103	
Henry Z. Walck, Inc. Division of David McKay, Co. 750 Third Ave. New York, N.Y. 10017	Books for young children to supplement curriculum materials; career education and music books
Walker Educational Book Corp. 720 5th Ave. New York, N.Y. 10019	
Warren Paper Products Co. 3200 South Street Lafayette, Indiana 47902	
Warren's Educational Supplies 980 W. San Bernadino Rd. Covein, California 91722	
Webster/McGraw-Hill 1221 Avenue of the Americas New York, N.Y. 10020	Diagnostic and remedial curriculum materials for early childhood education
Westab, Inc. 245 N. Highland Ave. Atlanta, Georgia 30307	
Western Magnum Corporation 711 15th St. Hermosa Beach, Calif. 90254	Audio-visual support system

Manufacturer or Vendor	Description
Western Psychological Services 12031 Wilshire Blvd. Los Angeles, California 90025	Developmental aids for learning disorders, motor dysfunctions, perceptual dysfunctions, and sensory integration
Westinghouse Learning Corp. P.O. Box 30 Iowa City, Iowa 52240	Materials to be used with children with learning disabilities
Westland Plastics, Inc. 800 N. Mitchell Rd. Newbury Park, Calif. 93120	Infant accessories and toys
Wff'n Poof—Learning Games Association 1111 Maple Ave. Turtle Creek, Pennsylvania	Instructional games that teach logic, language, math, and the like
Albert Whitman & Company 560 West Lake St. Chicago, Illinois 60606	Children's story books relative to mainstreaming the handicapped
Whitney Bros. Company Water Street Marlborough, N.H. 03544	Many hardwood manipulative toys and furniture for young children
John Wiley & Sons, Inc. 605 Third Ave. New York, N.Y. 10016	Math readiness program for use by parents and teachers
B. L. Winch & Associates P.O. Box 1185 Torrance, California 90505	Curriculum materials, including the areas of self-fulfillment and attitude development at an early age
The Wide Owl 3865 Pacific Coast Highway Torrance, California 90505	Motivational learning aids in pre-academic and academic areas
Wolverine Toy Company, Inc. Booneville, Arkansas 82927	Child-size appliances, cookware, and other toys and games

Manufacturer or Vendor	Description
Word Making Production Ltd. 60 West 4th South Salt Lake City, Utah 84101	Assessment instruments, language programs, holiday kits, picture puzzles, cassette programs for speech and language disorders
Bobby World Company Station Plaza East Great Neck, N.Y. 10021	Baby toys, needs, and accessories
World Publishing Company 2231 West 110th Street Cleveland, Ohio 44182	Educational books for teachers and young children
World Research Company Citizen's Bank Building Tuler, Texas 75701	
World Traveler Box 3618 Washington, D.C. 20007	Ten issues of World Traveler to supplement curriculum (yearly subscription)
Xerox Education Publications 245 Long Hill Rd. Middletown, Conn. 06457	High interest books and activity workbooks
Yak Corporation P.O. Box 99026 San Diego, California 92109	Phonics program for exceptional children
Brigham Young University Pub. B.Y.U. Provo, Utah	A variety of educational diagnostic and remedial material for professionals and parents
Youth Publications P.O. Box 1463 Indianapolis, Indiana 46206	
Zaner-Bloser 612 N. Park St. Columbus, Ohio 43215	Handwriting texts and supplies, including wall charts and fingerfitting pens, pencils, and crayons

Manufacturer or Vendor	Description
Zweig Associates 20800 Beach Blvd. Huntington Beach, Calif. 92646	Math and reading program materials

Medical Equipment

Abbey Rents and Sales 13500 South Figueroa Street Los Angeles, California 90061	Crafts equipment (kilns, looms, and so forth) feeding chairs, playground equipment, therapeutic pools and tanks, splints, braces and slings, traction equipment, wheelchairs, and the like
Indacare Corporation P.O. Box 550 Elyria, Ohio 44035	A wide variety of health care products for the physically handicapped: wheelchairs, beds, lifts and traction accessories, traction, walking aids, and so on
Martin Rents 1920 S. LaCienega Blvd. Los Angeles, California 90034	Rentals, sales and service for durable medical and rehabilitation equipment, such as wheelchairs, junior chairs, walkers, exercise tables, furniture, gym equipment, and the like
Milo Products Corp. Grantham, Penn. 17027	Specialize in sturdy wooden toys and educational products, primarily institutional use. Example: "Sewing-threading" wooden needle activities, and so on

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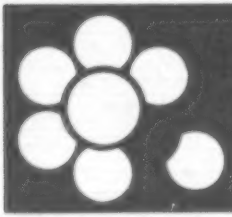
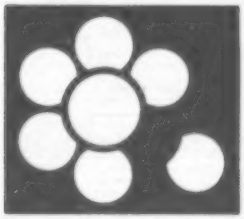
Chapter 2



Instructional Kits

Instructional Kits



There is a wide variety of commercially manufactured instructional kits designed for use with young children. Many of these kits state specific purposes related to acquisition and development of developmental readiness and skills. In addition to an instructor's manual or guidebook, many of the kits include pictures, objects, games, charts, puppets, and audio-visual aids such as records, tape cassettes, filmstrips, and films. Most of the design of the materials and the suggested activities appear to be based upon sound educational principles, and the manufacturers have consulted with early childhood educators in the development of their kits. Many of the kits are sequential in design and begin with activities associated with readiness and basic skill acquisition, progressing to more mature levels.

Machado (1975), in her discussion related to language development kits, indicated that teachers are divided on the use of them. Some prefer one kit over another; others prefer to plan their own program in its entirety. She found that teachers often combine kit activities with self-planned ideas. Many have expressed concern that a kit or set should not become the total program. If this should happen, language arts (or other subject matter) might be offered in only one way at only one time of the day.

Machado also says that teachers stress planning activities with awareness of a particular group's current interests, and these activities should relate to the children's past experiences. She then

cites the example that kits which are based on the life experiences of children who live in large cities may lack reality for rural children, just as kits based on the familiar experiences of the middle-class child would not be appropriate for children in poverty areas.

Another significant factor which she includes is the care, proper storage, repair, and replacement of commercial kits. Some kits are somewhat costly, making teacher use, storage, and care even more important.

EPIE, in its 1972 report on how to select and evaluate materials, indicates that the study of kits and sets of instructional materials can be a vehicle for stimulating and guiding the analysis of a much wider range of early childhood program variables, since many kits present full systems of instruction. EPIE suggests that the the consumer can, by studying the kits of materials, become better educated both about the role of materials in child rearing and formal educational settings and about the characteristics of various types of instructional programs, of which materials are only parts. According to EPIE, kits of materials can be analyzed or viewed in the following ways:

(1) Some kits are systems of instruction representative of entire programs because they prescribe (or strongly imply) objectives and goals, teaching methods, and even evaluation procedures. Many kits are in fact offshoots of the development of major early childhood curriculum models, such as those in the Head Start planned variation experiments.

(2) Many kits are representative, through their contents taken together, of virtually the entire range of existing instructional (and play) materials in use and on the market. In studying kits of materials, one can learn much about materials that are not so packaged.

(3) Kits of materials are entities, much easier to look at and to analyze than are program models, or any local program. They are less complex, more tangible and concrete, and standardized, that is, individual kits do not vary in form when exported to different locations, as most program models do, even though the kits may be used differently in different locations. In the following, the criteria for selection of instructional kits, guidelines for analyzing instruction kits are identified and described.

Criteria for Selection

With a great abundance of commercially prepared instructional kits currently available, it is a difficult task indeed for the decision maker to determine which kits are most appropriate for a specific handicapping condition. In his discussion concerning instructional materials for the handicapped, Ensminger (1972) states that producers of materials often advertise specific materials as being the solution to all of a child's problems, when in fact they may be appropriate only for a certain level of development through which the child has already passed. He presents an instructional model in which a conceptual framework for evaluating the instructional experience necessary for children to ultimately perform. He suggests four stages to guide the decision maker in planning a sequential program, with early learning being primarily of a motor nature, while later learning is primarily symbolic. The stages include:

(1) The motor learning stage

(2) The perceptual stage

(3) The language learning stage

(4) The symbolic learning stage

Ensminger discusses the construction of each of these stages and then offers suggested commercial educational kits which will assist in the development of the skills within each stage.

Similar studies regarding the evaluation of educational kits have been done in recent years. Ward (1969) presents evaluation policies of the Michigan State University Regional Instructional Materials Center. A manual was developed by Belland and Rothenberg (1973) to facilitate the development of instructional materials for handicapped children, which are suitable for wide dissemination. The manual also provides guidelines and checklists for planning, producing, and assessing instructional materials. A report on the conference of the National Center on Educational Media and Materials for the Handicapped (1973) provides an evaluation instrument, a listing of products rejected, and other related information which is helpful to decision makers concerned about the selection of educational kits. Eash (date unknown) developed a comprehensive model titled *Evaluation of Instructional Materials for Exceptional Children and Youth.* The evaluation model contains sections concerned with (1) objectives, (2) organization of materials (scope and sequence), (3) methodology, and (4) evaluation. Each section contains a checklist and an overall rating scale.

In addition, there is a glossary of terms to assist in the understanding of the evaluation instrument.

The Educational Products Information Exchange Institute (EPIE) has two reports that are relevant to instructional kits:

EPIE Report Number 42: How to Select and Evaluate Materials (1972)

EPIE Report Number 68: Early Childhood Education Materials (1975)

Information concerning these reports may be obtained by contacting EPIE Institute, 463 West Street, New York, N.Y. 10014.

Guidelines for Analyzing Kits and Sets of Early Learning Materials

The following pages are from *EPIE Report Number 42.*[1] It is recommended that the readers using the references given on these pages use the evaluation models suggested as they are presented, or use them as a model and modify and develop an evaluation model which will serve the purposes and needs, for some of the evaluation models presented may not entirely lend themselves to current educational categories of the handicapped population. For example, consideration should be given to whether the uses of the components and activities within the educational kit are reported by developmental or by chronological age, since the two are not always synonymous, particularly with handicapped children.

Guidelines from EPIE Report Number 42:

Identification

Name of kit or set of materials: _____

Author(s), with affiliations: _____

Producer's name: _____

Address: _____ (Zip)_____

Telephone: (___)_____

Distributor(s) (if different): _____

_____ (Zip)_____

[1] Reprinted with permission of EPIE Institute.

1. a) What are the main kinds of materials included in the kit?____

b) What are the main reasons for assembly into a kit rather than distributing separately?

- ☐ Specifically engineered to work together.
- ☐ Comparable sets (e.g., programmed sets) not available.
- ☐ Reduces teacher time and trouble in assembling materials.
- ☐ Guide or handbooks or training sessions are the main input.
- ☐ Other. Specify:____

c) Must all components of kit or set be purchased together as a unit? Comment:____

d) Are other materials, as supplements or follow-ups for more available for use with this material?____

e) How many kits or sets are required?

_____ per 25 to 30 children

_____ per _____ children

☐ used by one child at a time

☐ used by small groups of dyads

f) What is the cost for 25 to 30 students?

Start-up cost:

Required purchases ..... $ _____

Recommended additional purchases.... $ _____

Training ..... $ _____

Total ..... $ _____

Maintenance cost:

Replacement of materials
(estimated cost after 1 year)..... $ _____

Other ..... $ _____

Shipping costs ..... $ _____

2. a) Is there a Teacher Manual?

☐ No ☐ Yes Describe what it contains:

Philosophy or Rationale _____

_____

Statement of Objectives _____

_____

Suggestions for Teacher _____

_____

Suggestions for Pupil Use _____

_____

Diagnosis/Evaluation Suggestions _____

_____

Additional resources, reading _____

_____

b) Are training materials and/or programs available?

☐ No

☐ Yes I. Describe: _____

_____

_____

II. Indicate topics covered.

☐ Understanding children

☐ Philosophy or rationale behind kit

☐ Teaching procedure, sequence, etc.

☐ Diagnostic and evaluative approaches to use

☐ Role or aides, or parents in use of materials

☐ Relationship of kit materials and activities to other materials, activities, experiences

☐ Other:

c) Are diagnostic or evaluative materials available?

☐ No.

☐ Yes; they are included in the kit.

☐ Yes; they may be bought separately at $_____.

d) Are other services available?

☐ No.

☐ Yes. Describe: _____

_____

3. Target population(s): General ☐ primarily adult ☐ primarily children ☐ both ☐

a) Adults:

I. ☐ Teachers ☐ Aides

☐ Parents ☐ Tutors

☐ Volunteers in group programs

☐ Other, Specify: _____

_____

II. If the material is *not* suitable for any of the above, tell which and why not: _____

_____

_____

b) Children:

I. ☐ Nursery school (age 3 to 4)?
☐ Kindergarten (age 5)?
☐ Other?

II. Of a particular development range:
☐ Mature ☐ Middle ☐ Immature
☐ More than one. Specify: _____
_____

III. Of particular ability level(s)?
☐ High ☐ Middle ☐ Low
☐ Range of levels. Specify: _____
_____

IV. Of particular motivational level?
☐ High ☐ Middle ☐ Low

V. Of particular socioeconomic groups?
☐ High ☐ Middle ☐ Low

VI. Of particular ethnic or subcultural backgrounds?
☐ White ☐ Black ☐ Chicano
☐ American Indian ☐ Oriental
☐ Other. Specify: _____
☐ Some combination. Specify: _____

VII. Of particular types of residential locale?
☐ Urban ☐ Rural ☐ Suburban
☐ Combination. Specify: _____
_____

VIII. If the material is *not* suitable for children in any of the above groups tell which and why not: _____

_____

4. Objectives and recommended uses: (attach additional page, if necessary)

a) What are the main goals? _____

_____

_____

b) For what dimensions of development and learning are the materials appropriate? (Double check (✓✓) most appropriate dimensions; single check (✓) others to which kit/set is also applicable.

I. ☐ perceptual-motor ☐ auditory
☐ visual ☐ motor ☐ combination

II. ☐ cognition and thinking
☐ concept formation
☐ problem solving
☐ specific area. Specify: _____

_____

_____

III. ☐ affect ☐ self-concept
☐ attitudes toward self
☐ attitudes toward others

IV. ☐ socialization for school behavior

V. ☐ language and other forms of representation
☐ standard English
☐ language other than English
☐ reading readiness ☐ writing
☐ other. Specify: _____

_____

_____

VI. ☐ knowledge of specific subject matter content.

Specify: _____

_____

_____

5. Teaching Methods and Procedures for Use

a) Indicate by YES which of the following classroom settings and teaching approaches the material would/should/does function best in, and by a NO in which would/should/does function least well. (Combinations possible)

_____ Standard didactic classroom situation: teacher presents lessons, elicits pupil responses, reinforces correct responses through praise.

_____ Materials are programmed or self-instructing and guide many children's activities.

_____ Materials part of wide range of problem and other settings, both everyday-life and subject-area oriented. Children and teachers (adults) contribute equally to setting problems, working out possible solutions, and testing conclusions.

_____ Materials serve as ingredients for wide-ranging and open-ended play on part of children. Teacher serves as adviser and support.

_____ Instruction carried on mostly in one-to-one tutorial situations with child and adult working in well-defined subject or developmental area, on adult initiative.

_____ Teachers model behavior desired on part of students in a variety of classroom and/or other situations (e.g., speaking standard English).

_____ Teachers (adults) systematically reward children for desired behavior or responses, using tokens or other tangible rewards.

_____ Other. Describe: _____

_____

_____

_____

b) How important is it to use material just as described by producer?

- ☐ Extremely important if objectives are to be achieved.
- ☐ Important to follow instructions.
- ☐ Instructions only suggestive of a number of appropriate ways of using.
- ☐ Directions furnished only to assist inexperienced adult.

c) How much teacher initiative is required?

- ☐ Everything needed is supplied, including instructions. Need only follow.
- ☐ Teacher must collect additional materials and equipment.
- ☐ Teacher must make (daily) preparation for use.
- ☐ Other. Describe: _____

_____

d) How much adult supervision is required?

- ☐ None.
- ☐ Little or none after first introduction.
- ☐ Can be administered only by an adult (e.g., in lessons).
- ☐ Comments: _____

_____

_____

e) What timing is required?

I.
- ☐ Requires daily presentation in sequential order.
- ☐ Should be available for children's use all the time, but need not be used daily.
- ☐ Other. Explain: _____

_____

II.
- ☐ Used all year long.
- ☐ Used only during _____.
- ☐ Used only at one short time or developmental level. Specify: _____

_____

☐ Other. Describe: _____

_____

_____

f) What kinds of development and/or learning tasks does the material elicit or make possible? _____

_____

_____

_____

_____

g) What diagnostic or evaluative activities are required of the teacher (adult)?

☐ Diagnosis for placement.

☐ Evaluation of progress.

☐ Other. Describe: _____

_____

6. Conditions of Use

a) What is the relationship of the material and its use to other materials in the classroom?

☐ Self-contained unit, best used intact and alone.

☐ Self-contained unit requiring use of other materials to supplement activities.

☐ Material can be used separately in relation to many other school activities.

☐ Other. Describe: _____

_____

b) What knowledge is required on the part of teachers (adults, older children)?

☐ Only ability to read and follow directions required. Material is "teacher proff" or self-explanatory, auto-instructional.

☐ Minimum knowledge beyond literacy required. Directions come with material.

☐ Special knowledge and skill must be developed through training program supplied by
☐ producer ☐ distributor ☐ other.
Specify: _____

☐ Special teacher attitudes required (See *Pygamalion in the Classroom*)

☐ but no other

☐ in addition to other

☐ knowledge and skill.

☐ Highly trained and experienced teacher required for appropriate use of material. Explain: _____

_____

_____

c) How important are the teacher's (adult's) view of learning and development and the ways in which such views influence teaching style?

I. ☐ Makes no difference ("teacher proof").

☐ Material suggests own appropriate use if children are free to use it.

☐ Material usually/probably not selected by teacher who disagrees with its approach.

☐ Very important. Explain and describe view required.

_____

_____

_____

II. Indicate any teacher views or styles which would not be compatible with use of the material: _____

_____

_____

III. Indicate any teacher attitudes which would get in the way of effective use: _____

_____

_____

7. Which view of development does the material reflect?

- ☐ Behavioral-Environmental View: Forces in the environment, including teachers and parents, shape children's behavior through patterns of cues which elicit behavior responses and reinforcement contingencies which maintain desired behaviors (and patterns of behaviors): individual relatively passive; mainly external reinforcement. (See Bijou and Baer, Gagne, Skinner.)
- ☐ Maturational-Nativist View: Individual development is largely programmed in the genes which guide the "unfolding" of the individual; individual is dominant, although the environment can inhibit or facilitate growth. (See Gesell, Ilg, Ames of the Gesell Institute.)
- ☐ Psychomotor Emphasis: The importance of perceptual-motor experience and training are stressed as bases for most other areas of development. (See Doman and Delacto, Frostig, Getman, Gephart.)
- ☐ Comprehensive-Interactional View
- ☐ Cognitive-Transactional View: Each individual performs "operation" upon the data of his experience in order to render it meaningful, to resolve dissonance, and to build increasingly differentiated and integrated understanding of the world; relatively active individual meets environment half-way in determining what he becomes; both intrinsic and extrinsic reinforcement. (See Piaget, Kohlberg, Bruner, Hunt, Ira Gordon.)
- ☐ Psychosexual-Personality View. Individual develops increasing competence and is socialized by meeting and resolving a series of "crises" involving his concept of himself and the demands of the world around him, especially on the part of individuals who are close to him; active individual and strong environmental pressures. (See E. Erikson, R. White, B. White, A. Freud.)
- ☐ Other. Describe: _____

  _____

  _____

- ☐ Some combinations of the above. Which? _____

  _____

  _____

☐ Eclectic, or makes no difference. Comment: _____

_____

_____

8. a) What evidence of usefulness does the producer offer for goals listed or for other purposes?

☐ Systematic published research. Cite references: _____

_____

_____

☐ Systematic in-house research. Describe: _____

_____

☐ Informal feedback from field, salesmen, etc. Describe:

_____

_____

☐ Systematic feedback from users used in

☐ development

☐ revisions of material

Does producer describe feedback and changes?

☐ No ☐ Yes Describe: _____

_____

b) Have you made trial use of the materials?

☐ No ☐ Yes If so:

I. How many classes? _____

II. How many students? _____

III. Entire kit or parts? _____

IV. Evidence obtained? _____

_____

_____

_____

_____

9. Tell how comparable kits/sets of material on the market are like or differ from this one: _____

_____

_____

_____

Listing of Instructional Kits

More than 270 instructional kits have been identified and described according to the following areas:

(1) **Instructional kit** — Manufacturer or vendor; name of kit.

(2) **Cost** — When available, suggested retail price is given according to 1974 catalog listing. These prices are no doubt subject to change.

(3) **Age** — Many of the kits offer a suggested age of the child to use their materials. This information was included to give a very general range of use according to age, and it should be realized that chronological age, particularly that of handicapped children, may yield very little assistance to the ascertaining of appropriate use.

(4) **Developmental skill areas** — In order to describe the contents of each kit, several developmental skill areas were identified and included, such as auditory perception, visual perception, tacticle perception, small muscle, large muscle, cognitive development, affect/personal, interpersonal/social, expressive language, and receptive language.

(5) **Subject areas** — Many of the kits contain activities which develop specific readiness and academic skills. Those included in this description are reading readiness, math readiness, language arts, esthetics, community and social studies, health and nutrition, and science.

(6) **Format** — Upon examination, it was discovered that the kits in the survey were designed to include the following: diagnostic and evaluation instruments were included which were compatible with the subject areas of the kit, some were designed for independent individualized instruction which usually involved the use of specialized equipment and self-

correction technique. Some of the kits required the direct involvement of an adult, while others included group-child-play-oriented activities. With regard to format of instructional guide, some were more general in their instructions, as contrasted to others which offered specific performance objectives and followed a behavioral objective style. A few included bilingual models.

(7) Components — Each kit offered a variety of components such as specialized equipment; books for children to read; tape cassettes or records; filmstrips; instructional guide; student activity book; toys, games, and so on; other visual aids including charts, films, bulletin boards, and the like.

In general the information given within this instructional kit matrix yields the highlights of each product. In the tables on the following pages, the larger circle indicates the most prominent features of the kit, while the smaller circle lends itself to reporting the secondary features of the kits. The fact that all of the columns adjacent to each kit are not filled in does not mean that the kit is void of these other features but merely that they do not play a dominant role.

The information was gathered from catalogs received from the manufacturers or vendors, and in some cases, very limited information was obtained. The reader is encouraged to use this information as a general guideline and to contact the manufacturers (complete addresses are included at end of section) and to request catalogs, or to contact representatives who may offer to demonstrate their educational kits and answer further questions.

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Addison-Wesley Publishing Company																															
The Electric Company Sentence Comprehension Kit	$520.00	5-8	●	●		●		●		●	●	●	●		●						●	●			●	●	●	●	●		
The Electric Company Phonics Kit	$520.00	5-8	●	●		●		●		●	●	●	●		●						●	●			●	●	●	●	●	●	
Sesame Street Prereading Kit	$520.00	5-8	●	●	●	●		●		●	●	●	●		●						●	●			●	●	●	●	●	●	
Allied Education Council																															
The Fitzhugh Plus Program: Spatial Organization Series		5-8		●				●												●	●	●						●	●		
Language and Number Series		5-8	●					●						●	●					●	●	●						●	●		
A Head Start for Reading		5	●	●		●	●						●									●						●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	FORMAT: Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Applied Learning Systems, Inc.																															
Primary Reading Skills for Reading and Spelling		5-8	●	●							●	●	●		●					●	●	●	●				●	●			
Letter Names and Sounds		5-8	●	●							●	●	●		●					●	●	●	●				●	●			
Short Vowels—Long Vowels		5-8	●	●							●	●	●		●					●	●	●	●				●	●			
Allyn and Bacon																															
Concepts and Inquiry Learning About the World		4-8				●	●		●	●							●												●		
Children in Other Lands		4-8				●	●		●	●							●												●		
American Guidance Service, Inc.																															
Developing Understanding of Self And Others	$106.00	4-8	●	●		●			●	●	●	●					●					●					●	●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT				COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
American Guidance Service (continued)																																
Goldman-Lynch Sounds and Symbols Development Kit	$123.00	4-9	●	●		●				●	●	●	●		●					●			●			●		●	●		●	
Peabody Articulation Cards	$ 37.00	4-8	●	●							●	●	●		●					●	●								●			
Peabody Language Development Kit Level #P	$175.00	3-5 (MA)	●	●	●	●	●	●	●	●	●	●	●		●		●			●	●		●			●		●	●	●	●	●
Peabody Language Development Kit Level #1	$ 65.00	4-7 (MA)	●	●	●	●	●	●	●	●	●	●	●		●					●	●	●	●			●		●	●	●	●	●
Peabody Language Development Kit Level #2	$ 79.00	6-8 (MA)	●	●	●	●	●	●	●	●	●	●	●		●					●	●	●	●			●		●	●	●	●	●
Peabody Language Development Kit Level #3	$ 59.00	7-10 (MA)	●	●	●	●	●	●	●	●	●	●	●		●					●	●	●	●			●		●	●	●	●	●

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	FORMAT: Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
American Guidance Service (Continued)																															
Toward Affective Development	$ 90.00	8+	●	●	●	●	●		●	●	●	●				●	●			●			●				●	●			●
American Guidance Service, Inc.																															
Peabody Articulation Decks	$ 24.00	4+	●	●							●	●									●							●			
Peabody Kebus Reading Program																															
Readiness Level Materials		4-5	●	●		●	●				●	●	●							●	●	●						●			
Transition Level Materials		5-8	●	●		●	●				●	●	●							●	●	●						●			
Supplementary Materials		5-8	●	●		●	●				●	●	●							●	●	●						●			
American Science and Engineering, Inc.																															
Early Childhood Curriculum: A Piaget Program	$300.00	4-6	●	●	●	●	●	●		●	●	●		●	●					●			●					●			●

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT								COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Americana Interstate Corporation																																				
Listen and Learn With Phonics		3-6	●	●		●							●		●											●			●						
Appleton-Century-Crofts																																				
Language Lotto		4-7	●	●	●	●					●	●	●								●	●													
Matrix Games		4-8	●	●	●	●		●					●									●							●						
Perceptual Learning Puzzles		4-7		●	●	●		●					●	●							●														
Puzzle Pyramid		4-7		●		●		●					●																						
Behavioral Research Laboratories																																				
Readiness in Language Arts		5-7	●	●		●	●				●	●	●		●														●						
The Sullivan Reading Games		5-9	●	●		●	●	●					●																●						

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	FORMAT: Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Bell and Howell																															
Language Master Program-Builder Kit (How to build individualized programs)	$ 38.00	4-8	●	●		●		●			●	●	●		●						●										
Building Basic English Card Program (pre-recorded cards)	$ 49.00	4-8	●	●		●					●	●	●		●																
Benefic Press																															
The Animal Adventure Readers		5-9	●	●						●	●	●	●		●				●			●				●				
House of Wonder	$ 90.00	3-8	●	●						●	●	●	●						●			●				●				
The Primary Reading Laboratory	$ 89.52	6+	●	●		●					●	●									●							●			
Primary Mathematics: Study-Scope	$ 89.52	6-9	●	●				●						●								●						●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	FORMAT: Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Benefic Press (Continued)																															
Finding Out About Science Audio-Visual Kits	$223.20	3-12	•	•	•	•	•	•		•	•	•	•	•	•		•		•		•	•				•	•				
Process/Concept Science Series	$ 72.00	6-10	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•		•	•				•				•	
Experiential Development Program																															
Unit A: You and Your Family	$ 6.60	4-6	•	•				•	•	•	•	•	•	•	•		•	•	•										•	•	
Unit B: Your and Your Friends	$ 6.60	4-6	•	•				•	•	•	•	•	•	•	•		•	•	•										•	•	
Unit C: You and Others	$ 6.60	4-6	•	•				•	•	•	•	•	•	•	•		•	•	•										•	•	
BFA Educational Media																															
The Sesame Street Books and Records																															
Sesame Street Carry About	$ 4.98	3-8	•	•		•	•	•	•	•			•	•		•					•	•				•			•		
Sesame Street LP Record Set	$ 4.98	3-8	•	•				•	•	•			•	•		•											•				

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT						COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Borg-Warner Educational Systems																																	
System 80		3+	●	●		●					●	●	●	●	●					●	●	●	●	●				●	●				
Bowmar Publishing Corporation																																	
Early Childhood Series:	$316.00	3-9																															
Part I. About Myself			●	●		●	●		●	●	●	●	●		●			●		●					●	●	●	●				
Part II. The World Around Me			●	●		●	●		●	●	●	●			●	●	●	●								●	●	●				
Part III. I Talk-I Think-I Reason			●	●				●	●	●	●	●			●	●	●									●	●	●				
Albums to Develop Fundamental Motor Skills																																	
Music for Physical Fitness	$ 5.99	3-12	●	●		●	●	●		●						●					●					●							
Fun and Fitness	$ 5.99	3-12	●	●		●	●	●		●						●					●					●							
Rope Jumping and Ball Handling	$ 5.99	3-12	●	●		●	●	●		●						●					●					●							
Basic Motor and Ball Skills	$ 5.99	3-12	●	●		●	●	●		●						●					●					●							

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT				COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Comm.munity / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Bowmar (continued)																																
Bi-Lingual Education																																
Para Chiquitines	$ 22.00	3-5	●	●				●					●		●	●								●		●	●					
English As A New Language	$138.55	3-8	●	●				●					●		●	●								●		●	●		●			
Music Materials for Exceptional Children	$ 20.00	3-12	●	●		●	●	●		●	●				●	●						●				●		●				
Serendipity	$ 26.65	3-12	●	●	●	●		●			●	●	●		●									●		●			●			
Breakthrough to Literacy	$168.40	3-10	●	●	●	●					●	●	●		●	●						●				●			●			
Sing a Song of People	$143.96	3-10	●	●				●		●	●	●	●			●										●			●			
The Best in Children's Literature:																																

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Bowmar (continued)																															
Series One	$ 88.09	3-10	●	●				●		●	●	●	●		●	●					●	●			●	●		●			
Series Two	$ 88.09	3-10	●	●				●		●	●	●	●		●	●					●	●			●	●		●			
Series Three	$210.60	5-11	●	●				●		●	●	●	●		●	●					●	●			●	●		●			
Listening Time	$ 19.46	3-12	●	●				●		●	●	●	●		●	●					●	●			●	●					
Primary Reading Series	$ 19.95	4-10	●	●				●			●	●	●		●						●	●				●		●			
Manipulative Books	$ 41.20	3-8	●	●		●	●	●			●	●	●		●						●	●						●	●		
Rhythms to Reading	$163.00	3-8	●	●		●				●	●	●	●		●	●			●		●	●				●	●				
Mother Goose and Children's Songs	$102.57	3-8	●	●				●		●	●	●	●		●						●	●				●	●	●	●		●

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS														SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Bowmar (continued) Project Me	$391.50	3-8	●	●	●	●	●	●	●	●	●	●				●									●	●	●	●						
Bowmar Toys System	$118.00	3-10	●	●	●	●	●		●	●	●	●				●		●												●				
The Continental Press, Inc. Aums: An Instructional Manipulative Series		3-7	●	●	●	●	●	●		●	●	●	●		●						●	●						●	●				
Multimedia Packs																																		
Safety Units	$ 13.50	3-7	●	●						●	●	●					●	●			●	●						●	●					
Courtesy Units	$ 13.50	3-7	●	●						●	●	●					●	●			●	●						●	●					
First Discoveries in Science	$ 9.80	3-7	●	●				●		●									●		●	●						●	●					
Communication Skill Builders, Inc. Peel and Put:																																		
Reading Readiness	$ 45.50	3-8	●	●	●	●	●		●		●	●	●								●	●						●	●					

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Communication Skill Builders (con't)																															
Beginning Reading	$ 45.50	3-8	●	●	●	●	●			●	●	●	●		●						●	●							●	●		●
Speech and Language Development	$ 45.50	3-8	●	●	●	●	●	●	●	●	●	●									●	●							●	●		●
Craig Education																															
K-3 Language Arts Program		4-8	●	●		●		●			●	●			●					●	●	●			●		●	●	●	●		
K-3 Language Arts Cluster Component		4-8	●	●		●		●			●	●			●					●	●	●			●		●	●	●	●		
Creative Publications																															
Metric Multibase Arithmetic Blocks	$165.00	5-8		●	●	●		●						●							●							●	●		
Unifix Elementary Kit	$ 75.00	4-8		●	●	●		●						●							●							●	●		
Number-Blox	$125.00	4-8		●	●	●		●						●							●							●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT				COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Creative Publications (continued)																															
Classroom Kit of Cuisenaire Rods	$ 75.00	4-8	●	●	●	●		●		●		●		●							●						●	●	●		
Cuisenaire Cubes, Squares and Rods Kit	$ 55.00	4-8	●	●	●	●		●		●		●		●							●							●	●		
Relationships Set	$ 40.00	4-8	●	●	●	●		●		●		●		●							●							●	●		
Early Childhood Experience Kit	$135.00	4-8	●	●	●	●		●		●		●		●					●									●			
A. Daigger																															
ETA Learning to Write Kit		3-8	●	●		●					●	●	●		●						●							●	●		
ETA Reading Concepts Kit		3-8	●	●							●	●	●		●						●							●	●		
Developmental Learning Materials																															
Auditory Perception Training	$275.00	3-8	●	●	●	●	●	●		●	●	●	●								●					●		●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	FORMAT: Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Developmental Learning Materials (con't)																															
Concepts for Communication	$125.00	3-8	●	●				•			●	●									•	•		●			●		●		
Big Boxes																															
Body and Self-Awareness	$ 45.00	3-6	•	●	●	●	●	●		●	●	●						●			•	•							●		
Visual Perception	$ 68.00	3-8	•	●	•	●	●	•		●	•	•			●														●		
Math	$ 65.00	3-8	•	●	•	•	•	•				•		●	•							•							●		
Entrenamiento de percepcion	$215.00		●	•				•			●	●	●		●							•		●			●		●		
Escalando El Tiempo	$ 18.00	6-8	•	●				•						●								•		●					●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT								COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Doubleday & Company The Animal Box	$425.00	3-5	●	●	●	●	●	●		●	●	●			●				●									●	●	●		●
Economy Company Kindergarten Keys	$477.48	4-6	●	●	●	●	●			●	●	●	●		●				●			●						●	●	●		●
Oral English: Learning A Second Language		4-7	●	●				●			●	●	●		●								●					●	●	●		●
Ears	$113.00	3-9	●	●							●	●	●		●							●				●		●	●			
Spacetalk	$220.00	6-12	●	●							●	●	●		●							●				●		●	●			
Countdown	$198.00	5-8																																	
Creature Teachers	$159.00	5-8																																	

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS								FORMAT					COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Educational Performance Associates MWM Program for Developing Language Abilities	$195.00	3-11	●	●	●	●	●	●			●	●	●		●					●	●	●	●				●		●			
Educational Progress Corporation Earl, Learning for Reading		5-8	●	●				●		●	●	●	●		●						●	●					●		●			
Educational Sciences, Inc. Mainstream		4-1	●	●				●		●	●	●	●		●					●	●	●					●					
Educational Testing Service Circus		4-10	●	●	●	●	●	●			●	●	●	●	●					●	●	●						●				
Educators Publishing Service, Inc. ABC Dictation Skills Program		5-8	●			●							●	●	●						●	●							●			
Alphabet Alchemy		5-8	●	●		●	●						●														●					

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS							FORMAT				COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Eye Gate Developing Elementary Concepts		5-8	●	●	●	●		●											●		●						●	●	●			
Learn to Write With Letty Letter		5-8	●	●		●					●				●						●	●					●	●	●			
Primary Concepts		5-7	●	●				●			●	●		●							●						●	●	●			
Little Things That Count		5-8	●	●					●	●	●	●									●						●	●	●			
Read and Tell		5-8	●	●						●	●	●			●												●	●	●			
Reading Readiness		5-9	●	●							●	●	●								●						●	●	●			
See and Tell		4-7	●	●				●		●	●	●															●	●	●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT								COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Eye Gate (continued)																																		
Sight and Sound Discovery Trips		5-8	●	●						●	●	●															●	●	●					
The "Be Kind" Stories		5-8	●	●		●	●			●	●	●															●	●	●					
Think, Listen, and Say		5-8	●	●						●	●	●															●	●	●					
Encyclopedia Britannica Educational Corporation																																		
prs Pre-Reading Skills Program	$445.00	4-7	●				●	●			●	●	●		●						●	●						●	●					
Fearon Publishers																																		
Pacemaker Primary Curriculum	$300.00	4-8	●	●		●	●	●		●	●	●	●		●							●						●	●					
Pacemaker Arithmetic Program	$300.00	4-8	●	●		●	●	●			●	●		●							●							●	●					

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS								FORMAT						COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Fearon Publishers (continued) Pacemaker Games Program	$ 39.00	4-8	●	●	●	●	●	●		●	●	●		●															●	●			
Threshold to Music	$ 35.00	4-8	●							●						●													●				
Field Educational Publications, Inc. The Time Machine Series		3-9	●	●						●	●	●				●					●								●	●			
Field Enterprises Educational Corp. Cyclo-Teacher Learning Aid		5-8				●	●			●			●	●	●			●				●								●	●			
Filmstrip House, Inc. Headstart on Reading	$215.00	4-8	●	●	●	●	●				●	●	●									●					●	●	●	●			
Follett Publishing Company Steptext	$ 80.00	4-8	●	●				●			●	●										●							●	●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT						COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Follett Publishing Company Language and Thinking	$375.00	3-8	●	●				●		●	●	●			●					●	●	●								●			
Sound/Order/Sense	$ 25.00	6-9	●	●		●	●				●	●	●								●						●			●			
The Frostig Developmental Program		4-12																															
The Frostig Remediation Program																																	
Move-Grow-Learn Program		3-12																															
General Electric Company Project LIFE Program	$135.00	4-8	●	●		●	●	●			●	●									●							●	●				
Programmed Language Series	$248.00	4-8	●	●		●	●	●			●	●						●			●		●					●	●				

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS								FORMAT				COMPONENTS					
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
General Electric Company (continued) Thinking Activity Series	$214.00		•	●	●	•	•	●		●										•					●			●			
General Learning Corporation Parent/Child Toy Lending Library	$ 75.00	3-8	●	●	●	•	•	•		●	●	●	•	•	•						•	•				●	●	●		●	
Ginn and Company Education Center Building Pre-Reading Skills		5-8	●	●						●	•	•	●															●			
Great Ideas, Inc. Arithmablocks	$ 47.50	4-8	•	●		●	●	•						●							•			●				●			
Hoffman Information Systems The K Level Math Kit		4-8	•	●				•						●						●	●			●							
Language Arts and Phonics Program		4-8	●	●											•					●	●			●		●	●	●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	FORMAT: Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Hoffman Information Systems (con't)																															
Bilingual Language Arts Program		4-8	●	●							●	●	●		●					●	●			●	●			●			
First Level Reading Achievement Program		4-8	●	●						●	●	●	●							●	●		●		●	●		●			
Level Two Reading Program		6-8	●	●						●	●	●	●							●	●		●		●	●		●			
Holt, Rinehart & Winston																															
Children's World	$315.00	4-6	●	●				●		●	●	●				●	●									●		●			
Sounds and Patterns	$152.00	4-8	●	●						●	●	●				●	●												●		
Houghton-Mifflin Company																															
Getting a Head Start	$ 23.00	4-8									●	●																	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT				COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Houghton-Mifflin Company (con't)																															
Amazing Life Games Theater		4-8	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●							●	●		
Modular Activities Program in Science	$200.00	5-8	●	●	●	●	●	●			●	●							●									●			
Modern School Math		5-8	●	●		●								●							●	●						●	●		
Harper and Row Publishers, Inc.																															
Classification and Seriation Kit		4-6	●	●	●	●	●	●		●	●	●	●	●							●	●						●	●		
The Institute of Educational Research																															
Lift-Off to Reading	$989.00	4-6	●	●		●		●			●	●	●		●						●	●						●	●		
Reading in High Gear	$989.00	6-12	●	●		●		●			●	●	●								●	●						●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS								FORMAT							COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
The Learning Business PEP Puppet Enrichment Program		4-8		●				●			●	●															●								
Visual Language		5-12																																	
Learning Opportunities Visual Motor Development		4-8	●	●		●	●	●		●	●	●	●	●	●	●	●	●			●	●						●	●							
Love Publishing Company Successful Learning Kit	$69.50	6-8	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●			●	●							●							
Special Education Teacher's Kit	$75.00	4-12	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●	●							●							

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT			COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
McGraw-Hill Book Company Early Learning System																															
Module A-Language of Directions: Entry Skills	$115.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			
Module B-Language of Directions: Locational Skills	$ 95.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			
Module C-Color Discriminations	$ 50.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			
Module D-Shape Discriminations	$160.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			
Module E-Quantification and Set Concepts	$ 75.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			
Module F-Classification & Language	$105.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			
Module G-Sensory Discrimination	$125.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●						●	●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
McGraw-Hill Book Company (con't)																																
Conceptos Basicos	$125.00	4-8	●	●	●	●	●	●			●	●	●	●	●					●	●	●		●			●		●	●		
Pre-Reading Skill Building Program																																
Look and Do		4-8	●	●		●	●				●	●	●								●	●					●		●	●		
Listen and Say		4-8				●	●				●	●	●								●	●				●			●	●		
Aud-X Readiness Set		4-8	●	●							●	●	●								●	●				●	●			●		
Controlled Reading Readiness		6-8	●	●				●			●	●	●		●		●				●						●		●			
Understanding and Appreciating Literature																																
Weston Woods Aud-X Libraries		6-8	●	●							●	●	●		●	●					●					●	●	●	●	●		
Carousel Classroom Libraries		6-8		●							●	●	●		●	●										●						
Aud-X Reading Sheets		6-8		●		●					●	●	●		●														●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	FORMAT: Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
McGraw-Hill Company (continued)																															
Learning Language Skills 1	$ 63.50	4-8	●	●	●	●		●		●	●	●	●							●	●	●							●		
Learning Language Skills 2	$ 49.50	4-8	●	●	●	●		●		●	●	●	●							●	●	●							●		
Learning Language Skills 3	$ 50.90	4-8	●	●	●	●		●		●	●	●	●							●	●	●							●		
Learning Language Skills 4	$ 52.75	4-8	●	●	●	●		●		●	●	●	●			●				●	●	●					●		●		
Stories for Listening: Learning Speech Sounds	$145.00	4-8	●	●	●	●		●		●	●	●	●														●		●		
Developing Learning Readiness: A Visual-Motor-Tactile Skills Program	$168.00	4-8	●	●	●	●		●		●	●	●	●	●															●		
Kindergarten Evaluation of Learning Potential (KELP)	$149.00	4-6	●	●	●	●		●		●	●	●	●							●	●								●		
Learning Experiences																															
Colors	$240.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●							●	●		
Senses	$280.00	4-8	●	●	●	●	●	●		●	●	●	●	●							●							●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS							FORMAT								COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
McGraw-Hill Company (continued)																																		
Shapes	$295.00	4-8	●	●	●	●	●	●			●	●	●	●							●						●	●	●					
Reading Readiness																																		
Kit I Letters of the Alphabet	$ 98.00	4-6	●	●	●	●		●			●	●	●								●					●			●					
Kit II Letters and Sounds	$ 98.00	4-6	●	●	●	●		●			●	●	●								●					●			●					
Corrective Reading Set	$302.00	6-8	●	●	●	●		●			●	●	●								●								●					
Milton Bradley Company																																		
Goal: Language Development	$100.00	4-8	●	●	●	●	●	●	●	●	●	●	●		●						●								●	●				
Goal: Mathematical Concepts	$110.00	4-8	●	●	●	●	●	●	●	●	●	●		●							●								●	●				
Early Childhood Enrichment Series																																		
Unit I Toys to Develop Perceptual Skills	$ 45.00	3-5	●	●	●	●	●	●			●	●	●	●							●								●					

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS								FORMAT						COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Milton Bradley Company (continued)																																		
Unit II Learning to Develop Language Skills	$ 45.00	4-8	●	●	●	●		●	●	●	●	●	●								●	●							●					
Unit III Development of Number Readiness	$ 49.00	4-6	●	●	●	●		●		●	●	●		●							●	●							●					
Unit IV Development of Readiness to Read	$ 40.00	4-6	●	●				●		●	●	●	●								●	●							●					
Playskool Assortments																																		
Assortment I	$692.00	4-5	●	●	●	●	●	●		●	●					●					●	●												
Assortment II	$292.00	4-5	●	●	●	●	●	●		●	●					●					●	●												
Assortment III	$242.00	4-8	●	●	●	●	●	●		●	●		●			●					●	●												
Noble and Noble																																		
Try Experiences for Young Children		4-8	●	●	●	●	●	●		●	●		●	●	●	●					●								●					

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS							FORMAT						COMPONENTS								
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
OlympusPublishing Company Olympus Teaching Toy Library	$ 75.00	B-8	●	●	●	●	●	●		●	●	●	●	●						●	●	●	●			●					●			
Open Court Publishing Company The Open Court Kindergarten Program:																																		
Language Development		4-6	●	●	●	●	●	●		●	●	●	●	●	●					●	●	●					●		●	●				
Counting and Measuring		4-6	●	●	●	●		●		●	●	●		●															●	●				
Thinking Skills		4-6	●	●	●	●		●		●	●	●																	●	●				
Perceptual Games		4-6	●	●	●	●		●		●	●	●																	●	●				
Music		4-6	●	●	●	●		●		●	●	●				●													●					
General		4-6	●	●	●	●		●		●	●	●																						
Social Development & Self Awareness		4-6	●	●	●	●		●		●	●	●																						
Human Understanding Through Literature		4-6	●	●	●	●		●		●	●	●																						

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Parents' Magazine Films, Inc. Understanding Early Childhood		B-8	●	●	●	●	●	●	●	●	●	●										●					●	●			
Photo and Sound Company Fountain Valley Teacher Support System in Reading		4-12	●	●		●					●	●	●							●	●	●			●		●	●	●		
Fountain Valley Teacher Support System in Mathematics		4-12	●	●		●		●			●	●		●						●	●	●			●		●	●	●		
Prentice-Hall, Inc. Field Mathematics Program		5+	●	●		●		●			●			●														●	●		
The Reader's Digest Association Playskills Kit	$ 15.00	3-8+	●	●	●	●	●	●	●	●	●	●	●	●														●		●	●
Robert Green Enterprises The Toy Learning Package		2-8	●	●	●	●	●	●	●	●	●	●																●		●	

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	FORMAT: Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Reader's)	Tape Cassette/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
W.H. Sadlier, Inc.																															
The Math Activity Kit 1	$ 60.00	5-8	●	●	●	●	●	●		●	●	●		●						●	●	●							●		
Programmed Reading Kits 1 & 2	$ 55.00		●	●	●	●	●	●		●	●	●	●							●	●	●							●		
Special Child Publications																															
Educational Development Program																															
Kit 1: The Educational Evaluation	$ 72.50	3-8	●	●	●	●	●	●	●	●	●	●	●	●						●	●	●							●		
Kit 2: The preacademic Instructional Program	$625.00	4-8	●	●	●	●	●	●		●	●	●	●	●	●	●													●	●	
I Can Arithmetic Program	$ 38.50	4-8	●	●		●		●			●	●		●															●	●	
Miller-Brody Productions, Inc.																															
The Scribner/Miller-Brody Filmstrip and Listening Cassette Library	$552.50	6-12	●	●		●		●	●		●	●		●	●												●	●	●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Singer Education Division																															
Vowel Sounds Learning Module	$277.50	4-8	●	●	●	●				●	●	●	●		●						●						●			●	
Initial Consonants Learning Module	$275.00	4-8	●	●	●	●				●	●	●	●		●												●	●	●		
Threshold to Reading Learning Module	$357.00	4-8	●	●						●	●	●	●														●	●	●		
Learning Center-LC-34	$197.50	4-8	●	●	●	●				●	●	●	●		●																
Learning Satellites-LS-34	$193.50	4-8	●	●	●	●				●	●	●	●		●																
Learning Center-LC-33	$247.00	4-8	●	●	●	●				●	●	●	●		●																
Learning Satellites-LS-33	$ 72.25	4-8	●	●	●	●				●	●	●	●		●																
Learning Center-LC-35	$225.50	4-8	●	●						●	●	●	●																		
Learning Satellites-LS-35	$151.00	4-8	●	●						●	●	●	●																		
Beginning Math Concepts Module	$310.50	4-8	●	●		●		●		●				●							●						●	●	●	●	

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	FORMAT: Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Singer Education Division (con't)																															
Communities I: Nature	$195.00	5-8	●	●		●	●			●	●	●	●				●				●						●		●		
Beginning Metric Module	$134.50	5-8	●	●		●	●	●		●	●	●	●	●							●						●		●		
Folktale Kits	$115.00	5-8	●	●		●	●			●	●	●	●			●	●				●							●			
Fables (3 groups)	$75.00	5-8	●	●		●				●	●	●	●			●											●	●			
Valves	$ 70.00	5-8	●	●		●			●	●	●	●	●			●	●										●	●			
Nutrition: Food, Fuel, and Energy	$ 75.00	5-8	●	●		●		●					●				●	●									●	●			
Science Research Associates, Inc.																															
Distar Reading																															
Reading I	$ 72.00	4-12	●	●		●				●	●	●	●							●	●					●	●		●		
Reading II	$108.00	4-12	●	●		●				●	●	●	●							●	●					●	●		●		
Reading III			●	●		●				●	●	●	●							●	●					●	●		●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS																SUBJECT AREAS							FORMAT					COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Science Research Associates (con't)																																				
Distar Language																																				
Language I	$162.00	4-12	●	●		●		●		●	●	●	●		●					●	●	●	●						●	●						
Language II	$162.00	4-12	●	●		●		●		●	●	●	●		●					●	●	●	●						●	●						
Distar Arithmetic																																				
Arithmetic I	$173.00	4-12	●	●		●		●			●	●		●						●	●	●	●						●	●						
Arithmetic II	$173.00	4-12	●	●		●		●			●	●		●						●	●	●	●						●	●						
Arithmetic III	$ 86.00	6-12	●	●		●		●			●	●		●						●	●	●	●						●	●						
The Learning to Think Series		4-6																																		
Beginning to Learn: Fine Motor Skills		4-6	●	●	●	●																							●	●						
Beginning to Learn: Perceptual Skills		5-7	●	●	●	●																							●	●						
Detect Tactile		4-8	●	●	●	●																														

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS											SUBJECT AREAS							FORMAT						COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Science Research Associates (con't)																																
Detect Visual		4-8	•	•	•	•		•				•																	•			
Inquisitive Games: Discovering How To Learn		5-8	•	•	•	•		•		•	•	•																	•			
Inquisitive Games: Exploring Number and Space		4-8	•	•	•	•		•			•	•	•																•			
Focus on Self-Development Stage One: Awareness		4-8	•	•	•	•	•		•	•																			•			
Scott, Foresman and Company																																
K-1 Language Activities Kit	$ 75.00	4-8	•							•	•	•			•																	
K-1 Listening Activities Record Album	$ 6.00	4-8	•	•		•	•			•		•				•																
K-1 Talkstarters																																
At the Zoo	$ 18.00	4-6	•	•		•	•			•	•	•					•												•			
At the Store	$ 18.00	4-6	•	•		•	•			•	•	•					•												•			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT						COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Scott, Foresman and Company																																	
K-1 Sounds I Can Hear	$ 24.00	4-6	●	●								●	●																				
K-3 Read Along-Read Alone	$ 69.00	4-6	●	●								●	●																				
K-3 Talking Storybook Boxes	$ 78.00	4-8	●	●								●	●																				
1-2 The First Talking Alphabet	$54.00	4-6	●	●		•						•	●																				
Special Practice Kit, Level 2	$ 55.20	4-6	●	●		•				●		•	●																				
Special Practice Kit, Level 3	$ 55.20	6-8	●	●		•				●		•	●																				
K Seeing Through Arithmetic	$ 36.00	4-8	●	●		●				●				●																			
K-1 Off To A Good Start	$ 36.00	4-8	●	●		•												●											●				
Taylor Publishing Company																																	
Early Childhood Continuum	$ 89.50	4-8	●	●		●	●	●	●	●	●	●								●								●					
"Play-Like" Series	$ 44.50	4-8	●	●		●	●		●	●	●	●	●			●											●						

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT							COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Teaching Aids Incorporated Phoenics In Action																																		
Plan Readiness Experience Program																																		
Pre-School																																		
Grade One																																		
Remedial Reading																																		
Special Education																																		
Plan Word Learning Program																																		
Grade Levels: 0.0 to 2.0																																		
Grade Levels: 1.0 to 5.0																																		
Phonetic Sound and Symbol																																		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS												SUBJECT AREAS							FORMAT							COMPONENTS						
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect / Personal	Interpersonal / Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community / Soc. Studies	Health / Nutrition	Science	Diagnostic / Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes / Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Teaching Aids, Inc. (con't)																																		
Head Start																																		
The Metric Center																																		
Visual Perception Series																																		
Multi-Media Beginning Reading Lab																																		
Mathematics Readiness																																		
Mathematics Grade 1																																		
Mathematics for Special Education																																		
Speech Therapy																																		
Multi-Modal Approach in Language Arts																																		
Vocabulary—Grade 1																																		
Vocabulary—Grade 2																																		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Teaching Aids, Inc. (con't)																															
Famous Teaching Stories for Children																															
Granpa Says Series																															
Mr. Ready Readiness Programs																															
Remedial Reading for Grades K-3																															
Self-Teaching Mathematics																															
Grade One																															
Remedial Mathematics for Grades K-4																															
Rainy Day Activity-Primary Set																															
Enrich Early Learning Lab																															
Teaching Resources																															
Auditory Discrimination in Depth			●	●		●					●	●								●	●	●	●			●		●	●			

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS: Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	SUBJECT AREAS: Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	FORMAT: Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	COMPONENTS: Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
Trend Enterprises																															
Early Childhood Kits																															
Perceptual Skills	$ 21.95		●	●	●	●		●		●	●	●																			
Alphabet Experiences	$ 24.50		●	●						●	●	●	●		●																
Reading Readiness	$ 25.25		●	●						●	●	●	●																		
Number Experiences	$ 36.25		●	●										●																	
The Viking Press																															
This Is The Five Sense Store																															
Shape Relationships	$ 35.00	6-8	●					●				●																	●		
Shapes and Patterns	$ 40.00	6-8	●	●				●				●																	●		
Examining Point of View	$ 35.00	7-8	●	●				●	●			●																	●		
Creating Characterization		8-	●	●					●	●		●				●													●		

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS										SUBJECT AREAS							FORMAT					COMPONENTS							
			Auditory Perception	Visual Perception	Tactile Perception	Small Muscle	Large Muscle	Cognitive Development	Affect/Personal	Interpersonal/Social	Expressive Language	Receptive Language	Reading Readiness	Math Readiness	Language Arts	Aesthetics	Community/Soc. Studies	Health/Nutrition	Science	Diagnostic/Eval.	Individualized Instruction	Adult Involvement	Performance Objectives	Bilingual	Specialized Equipment	Books (Readers)	Tape Cassettes/Records	Filmstrips	Instructional Guide	Student Activity Book	Toys, Games, etc.	Other Visual Aids
The Viking Press (con't)																															
Tone Color	$ 80.00	5-8	●	●				●		●	●	●				●										●	●		●		●
Rhythm/Meter	$ 60.00	7-8	●			●	●			●						●										●			●	●	
Relating Sound and Movement	$116.00	708				●	●			●																●	●		●	●	
Shape	$ 30.00	6-8		●				●																							
Westinghouse Learning Corporation Child	$ 92.50		●	●		●	●	●			●	●	●		●					●	●	●						●	●		
Word Making Productions Motivation and Learning-Centered Training Programs for Language Delayed Children	$ 20.00		●	●		●	●	●	●	●	●	●	●		●					●	●	●	●					●			●
Materials for Teaching Language Skills																															

INSTRUCTIONAL KIT(S)	COST (Approx.)	AGE (C.A.)	DEVELOPMENTAL SKILL AREAS		SUBJECT AREAS		FORMAT		COMPONENTS	
			Auditory Perception		Reading Readiness	●	Diagnostic/Eval.		Specialized Equipment	
			Visual Perception		Math Readiness		Individualized Instruction		Books (Readers)	
			Tactile Perception		Language Arts		Adult Involvement		Tape Cassettes/Records	●
			Small Muscle		Aesthetics	●	Performance Objectives		Filmstrips	●
			Large Muscle		Community/Soc. Studies		Bilingual		Instructional Guide	●
			Cognitive Development	●	Health/Nutrition				Student Activity Book	●
			Affect/Personal	●	Science				Toys, Games, etc.	
			Interpersonal/Social	●					Other Visual Aids	
			Expressive Language	●						
			Receptive Language	●						
B.L. Winch and Associates Dynamo Power		4-8								

Manufacturers of Instructional Kits

Addison-Wesley Publishing Co.
Sand Hill Road
Menlo Park, California 94025
(415) 854-0300

Allied Education Council
P.O. Box 78
Galine, Michigan 49113
(616) 545-3343

Applied Learning Systems, Inc.
4840 Sepulveda Blvd.
Culver City, California 90230
(213) 398-3919

Allyn and Bacon
470 Atlantic Avenue
Boston, Massachusetts 02210
(617) 482-9220

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Science and
Engineering, Inc.
20 Overland Street
Boston, Massachusetts 02215

Americana Interstate Corp.
P.O. Box 731
Mundelein, Illinois 60060
(312) 566-1262

Appleton-Century-Crofts
440 Park Avenue South
New York City, New York 10016
(212) 689-5700

Behavioral Research Laboratories
Box 577
Palo Alto, Calif. 94302
(415) 328-5940

Bell and Howell
7100 McCormick Rd.
Chicago, Illinois 60645

Benefic Press
10300 West Roosevelt Rd.
Westchester, Illinois 60153

BFA Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

Borg-Warner Educational
Systems
7450 North Natchez Avenue
Niles, Illinois 60648

Bowmar Publishing Corp.
P.O. Box 3623
Glendale, Calif. 91201
(213) 247-8995

The Continental Press, Inc.
Elizabethtown, Penn. 17022

Communication Skill Builders,
Inc.
P.O. Box 6081-M
Tucson, Arizona 85733

Craig Education
921 West Artesia Blvd.
Compton, Calif. 90220

Creative Publications
P.O. Box 10328
Palo Alto, Calif. 94303
(415) 968-3977

A. Diagger
Educational Teaching Aids
Division
159 West Kinzie Street
Chicago, Illinois 60610

Developmental Learning
Materials
7440 Natchez Avenue
Niles, Illinois 60648

Doubleday & Company
School & Library Division
Garden City, New York 11530

Economy Company
5811 W. Minnesota
Indianapolis, Indiana 46241

Educational Performance
Associates
563 Westview Avenue
Ridgefield, New Jersey 07657

Educational Progress
Corporation
P.O. Box 45663
Tulsa, Oklahoma 74145
(918) 749-6831

Educational Sciences, Inc.
P.O. Box 771
Wallingford, Connecticut 06492

Educational Testing Service
Box 2814
Princeton, New Jersey 08540
(609) 921-9000

Educators Publishing Service,
Inc.
75 Mounton Street
Cambridge, Massachusetts 02138

Eye Gate
146-01 Archer Ave.
Jamaica, New York 11435
(212) 291-9100

Encyclopaedia Britannica
Educational Corp.
425 N. Michigan Avenue
Chicago, Illinois 60611

Fearon Publishers
6 Davis Drive
Belmont, Calif. 94002
(415) 592-7810

Field Educational Publications,
Inc.
2400 Hanover Street
Palo Alto, Calif. 94304
(415) 327-5100

Field Enterprises Educational
Corp.
Merchandise Mart Plaza
Chicago, Illinois 60654

Filmstrip House, Inc.
432 Park Avenue South
New York, N.Y. 10016
(212) 532-4750

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607

General Electric Company
P.O. Box 43
Schenectady, N.Y. 12301

General Learning Corporation
250 James Street
Morristown, New Jersey 07960

Ginn and Company Education Center
P.O. Box 2649
Columbus, Ohio 43216
(614) 253-8642

Great Ideas, Inc.
40 Oser Avenue
Hauppauge, New York 11787

Hoffman Information Systems
4423 Arden Drive
El Monte, Calif. 91734
(213) 442-0123

Holt, Rinehart & Winston
School Department
Box 3323 Grand Central Station
New York, N.Y. 10017

Houghton-Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Harper & Row, Publishers, Inc.
2500 Crawford Avenue
Evanston, Illinois 60201
(312) 866-8600

The Institute of Educational Research
4 West Park Avenue
Long Beach, New York 11561

The Learning Business
30961 Agoura Rd. Suite 325
Westlake Village, Calif. 91361

Learning Opportunities
800 Welch Rd.
Palo Alto, Calif. 94305

Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222

McGraw-Hill Book Company
Educational Developmental Lab.
1221 Avenue of the Americas
New York, N.Y. 10020
(212) 997-1221

Milton Bradley Company
Springfield, Massachusetts 01101
(413) 525-6411

Noble and Noble
750 Third Ave.
New York, N.Y. 10017
(212) 986-6300

Olympus Publishing Company
Two Olympus Plaza
1670 East 1300 South
Salt Lake City, Utah 84105
(801) 583-3666

Open Court Publishing Company
Box 599
LaSalle, Illinois 61301

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, N.Y. 10017

Photo and Sound Company
870 Monterey Pass Road
Monterey Park, Calif. 91754
(213) 264-6850

Prentice-Hall, Inc.
Educational Book Div.
Englewood Cliffs, N.J. 07632

The Reader's Digest Association
Pleasantville, New York 10570
(914) 769-7000

Robert Green Enterprises
111 South Randall Street
Madison, Wisconsin 53715

W. H. Sadlier, Inc.
11 Park Place
New York, N.Y. 10007

Special Child Publications
4535 Union Bay Place, N.E.
Seattle, Washington 98105
(206) 522-2036

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, N.Y. 10017

Singer Education Division
1345 Diversey Parkway
Chicago, Illinois 60614

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
855 California Avenue
Palo Alto, California 94304

Taylor Publishing Company
Box 1392
San Angelo, Texas 76901
(915) 949-3776

Teaching Aids, Inc.
P.O. Box 3527
Long Beach, Calif. 90803
(213) 439-0407

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
(617) 357-8446

Trend Enterprises
Box 3073
St. Paul, Minnesota 55165

The Viking Press
625 Madison Avenue
New York, N.Y. 10022

Westinghouse Learning Corp.
P.O. Box 30
Iowa City, Iowa 52240

Word Making Productions
60 West 400 South
Salt Lake City, Utah 84101

B. L. Winch and Associates
P.O. Box 1185
Torrance, Calif. 90505

Recommendations

It has become such a tendency to purchase instructional kits to stock the shelves and fill the inventory of early childhood education programs that sometimes it appears that such kits are an

essential in and of themselves, rather than taking a closer look to determine whether the various items actually can be used and in what ways.

No doubt instructional kits do meet a need, particularly when it comes to setting up a program initially, and where relatively untrained adults and youths are used as volunteers and aides.

Upon examination of the instructional kits, we find that there are some features which still leave something to be desired. For example, many are packaged in containers which are not durable or practical for storage. Once the items are removed, it becomes an arduous task to return them to the compartments, slots, and so forth from which they came.

The most prominent need exists in the area of "learner verification" which results from extensive field research, including the use of the kit by a wide variety of handicapped young children. These kits are found in practically all of the programs, and yet there are very little data analyzed to substantiate that the items played a significant role in the progress of the child. Recognizing this need, at least two states, California and Florida, have enacted learner verification legislation. In 1972, the California legislature passed revisions of the state education code (SB 531), some of which dealth with textbooks and instructional materials. In the code, learner verification is defined as "the continuous and thorough evaluation of instructional materials for their effectiveness with pupils" (paragraph 9234). The duties of publishers are defined as follows:

> Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. Governing boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board (paragraph 9424).

Florida's legislation is relatively new. Under the provisions of Bill S492, signed into law on June 24, 1973, publishers must "submit written proof of the use of learner verification and revision process during prepublication development and postpublication revision of the materials in question."

Since the kits are relatively costly, there arises another pertinent consideration which deals with the convenience of having the

product on hand vs the inconvenience and the time involved in utilizing homemade techniques and making the product. Undoubtedly there is merit to the efficiency of having a finished product (toy or game) which has been commercially made. Often these items are very attractive, durable and well designed, and as already stated, they are items which are ready on "day one" when the program becomes operational (that is if the manufacturer has delivered, which isn't always the case).

On the other hand, one cannot but question these advantages when taking other consideration into account. For example, there is a trend toward more individualized assessment and instruction which dictates that the instructional materials become more custom tailored to each individual child. With this in mind, it almost appears more practical to stock the shelves with raw materials, supplies, and equipment, and involve the parent and child in making their own individualized "educational packet." Incidentally, there are many programs which are already doing this to one degree or another.

What a powerful learning experience can occur when the child can observe and participate in the process of transforming raw materials into a finished product. Not only does the feeling of personal ownership develop, but equally important, the step-by-step process can be controlled and stopped at the exact level of functioning of the child. This is not a privilege that is enjoyed with a finished product which forces just the reverse to occur. For example, a child learning to identify a triangle and to discriminate it from other geometric shapes is often shown the triangle, and then, if the child doesn't comprehend, the instructor progresses backwards, using a dot-to-dot outline or broken lines and other more basic techniques. It appears to be a much more meaningful and efficient experience to engage the child initially in the formation of the triangle and to point out its prominent characteristics during the process of construction.

In addition to the merits of being involved in the processing aspect, there is something magical which occurs between parent and child when the two are working together for the benefit of each other. This may be a very costly process, if one measures the time and expense in parent training and the cost of the materials, and in some instances may not be the most practical approach. However, since there is also time involved in adapting the commercial product to the child, it really comes down to the difference in the adaption time vs the construction time, since in both instances, the parent needs to be trained to use the materials.

It is not the purpose here to present answers which will restrict or encourage the use of commercial educational kits; rather, it is hoped that the reader will become more aware of the strengths and weaknesses of such products and use them to their fullest advantage and, when necessary, use alternative methods, such as homemade instructional materials, wherein the young handicapped child will benefit the most as a result of this choice.

Selected References

Belland, John C.; and Rothenberg, Sidney. *Developing Instructional Materials for the Handicapped: Guidelines for Preparing Materials Suitable for Wide Distribution.* Columbus, Ohio: 1973. National Center on Educational Media and Materials for the Handicapped.

Eash, Maurice. *Evaluation of Instructional Materials for Exceptional Children and Youth.* Albany, New York: New York State Education Department, New York State Special Education Instructional Materials Center System, Division for Handicapped Children.

Ensminger, E. Eugene. "A Proposed Model for Selecting, Modifying, or Developing Instructional Materials for Handicapped Children." *Strategies for Teaching Exceptional Children.* Edited by Edward L. Meyon *et al.* Denver, Colorado: Love Publishing Company, 1972.

EPIE Report Number 42: How to Select and Evaluate Materials. New York: The Educational Products Information Exchange Institute. 1972.

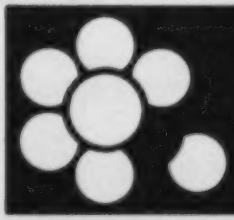
EPIE Report Number 68: Early Childhood Education Materials. New York: The Educational Products Information Exchange Institute. 1975.

Machado, Jeanne M. *Early Childhood Experiences in Language Arts.* Albany, New York: Delmar Publishers. 1975.

Report on the NCEMMH Media Selection Conference. Columbus, Ohio: National Center on Educational Media and Materials for the Handicapped. 1973.

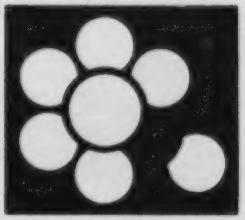
Ward, Ted. *Evaluation of Instructional Materials.* East Lansing: Michigan State University, Regional Instructional Materials Center for Handicapped Children and Youth. 1969.

Chapter 3



Activity Guides

Activity Guides



During recent years there has been an increase in the number of publications which aid in the area of curriculum development. Many of these publications have dealt with the use of toys and games to promote sensory stimulation in infants and to introduce readiness activities to lay the foundation for later academic acquisition in young children.

This chapter provides information on criteria for selection and an annotated bibliography of more than eighty references to assist those interested in finding books and curriculum guides which offer information on the construction and use of toys and games. Additional information concerning various curriculum guides may be obtained from the "Parent Resource Library Catalog" which is a product of the Instructional Technology Project.[1]

Another source of curriculum information can be obtained by contacting the Technical Assistance Development System (TADS), University of North Carolina, 500 NCNB Plaza, Chapel Hill, North Carolina (72514). Among its publications are *First Chance Products: A Catalog of Instructional and Evaluative Materials* and a newsletter entitled *"Cycles"* which is published six times a year. TADS also has other publications of interest to those involved in early childhood education for the young handicapped child.

The Committee for the Handicapped People to People Program has published a directory of organizations and their purposes, principal programs, and publications. A copy of this directory may

[1] It can be obtained by writing to the Special Education Department, Exceptional Child Center, UMC 68, Utah State University, Logan, Utah (84322).

be obtained by writing to the Committee at Suite 610, LaSalle Building, Connecticut Ave. and L Street, Washington, D.C. (20036).

Criteria for Selection

There are numerous curriculum guides on the market today. They have originated within publishing house, have been developed by staff members of programs, and most are written by prominent educators in the field of early childhood education. Most are directed toward the nonhandicapped child. Upon investigation related to the format and contents desirable for such guides, there arose the following criteria:

(1) There should be consistency between the skills and understanding capabilities of the infant or young handicapped child and the activity presented. Particular attention should be given to the suggested vocabulary if such is part of the instructions.

(2) The activities should be identified by developmental age, rather than chronological age, since there is such a wide range of performance of young handicapped children at a given chronological age.

(3) The format of the activities within the guide should include:

(a) Developmental age range.

(b) Purpose or objective.

(c) Equipment and materials.

(d) Procedures or directions.

(e) Evaluation for success in completing task.

(f) Suggestions for variation.

(g) Adaptation for special needs when needed as determined by various handicapping conditions.

(h) Bibliography of additional sources for child, parents, and educators.

The guide itself should be well constructed so that it can withstand much use and abuse. The binding should be such that the pages do not have a tendency to fall out. Where patterns are given for the construction of toys and games, they should include the

complete dimensions, equipment needed, and recommended materials, and the instructions should be clearly stated and easy to follow.

Publishers of such curriculum guides should be aware of the primary consumer of their publication—parents, paraprofessionals, salaried aides, and in some instances older brothers and sisters, and thus it becomes crucial that the information be clear and complete and not left for general interpretation.

Recommendations

Many of the curriculum guides presently available are not complete. They either lack in specific areas, such as not listing the materials to use in the activity, or they are too general in their instructions. It was found that, in some instances, when the tasks recommended for three- to four-year-olds were matched with the developmental capabilities of a child of that age, the two factors were inconsistent.

There is a need to develop curriculum guides for use with the infant and those children who are functioning at an extremely low level. Many of the activities within the available guides are directed to young children three years of age and older, or they do not focus upon the basic activities required by a developmentally low-functioning child.

The categorical "labels" associated with handicapping conditions should be dropped from the titles of curriculum guides and replaced with titles which identify the contents of the guide by developmental levels of sensory stimulation, specific skill development (auditory, visual, and so on), and pre-academic and academic subjects. This will encourage parents and teachers to look more at the behaviors of an infant or young handicapped child rather than at the generically labeled categories.

Many of the commercially published guides are well done. From preliminary reviews of some of the products (curriculum guides) developed and in progress by early childhood education programs for the handicapped, both parent and educator can look forward to more upgraded curriculum guides which lend themselves to current assessment and prescriptive techniques and educational teaching strategies.

The following annotated bibliography in the following section of this chapter contains books and curriculum guides in which the use of toys and games is emphasized. Each contains specific

examples and, in many instances, patterns and illustrations of toys and games which can be constructed by the lay person.

Prices of the items were omitted since they vary from year to year. However, the current price can be obtained by making an inquiry at local libraries or bookstores and requesting the information from their sources, such as *Books in Print*.

The listing of the sources within the bibliography was compiled from referrals given by federal, state, nonprofit agencies and their programs, and so forth, and by examination of the publications themselves. It is not intended to be a complete list of everything available, but is felt to be a comprehensive listing which contains a wide variety of subject matter.

The reader is encouraged to review this bibliography with the thought that each reference, although not identified specifically as relating to a particular handicapping condition, may well contain valuable instructional materials. In fact, as a result of the compilation of this bibliography, we feel that none of the references should be looked upon categorically (that is as it may relate specifically to the blind or the hard of hearing), but rather one should explore the possibility of using those references for different types of handicaps that may not be apparent. For example, the publications of the American Printing House for the Blind, such as *Aids for Teaching Basic Concepts of Sensory Development*, contains excellent information that is helpful to young children in general.

Curriculum Guides Bibliography

Aaronson, May; and Rosenfeld, Jean. *Baby and Other Teachers.* Washington, D.C.: Georgia Appalachian Outreach Project of the Day Care and Child Development Council of America. 1974.

This book is about the social, emotional, and educational needs of babies in the early months of life, told much as the baby might experience them. The illustrations are simple and yet carry a "weighted" message to give caretakers insight about the activities in which to involve infants so that their development is stimulated. In addition, there is a section titled "Research Notes" which offers annotated references related to the text that are useful to parents and teachers alike.

Bailey, Janice A.; *et al. Resources for Creative Preschool Teaching.* Revised edition. Lincoln, Nebraska: Kansas Association for the Education of Young Children. 1974. (460 pp.)

This handbook contains a wide variety of activities related to every area of pre-academic and academic curriculum development. The appendix includes a section on the value and uses of games, various types of games, and activities used to promote skills.

Barraga, Natalie; *et al. Aids for Teaching Basic Concepts of Sensory Development.* Louisville, Kentucky: American Printing House for the Blind. 1973. (149 pp.)

This publication contains sections on the use of teaching aids, teaching aids according to the main concept taught in order of increasing difficulty, a discussion on similar commercial materials, and general construction directions. Nearly every page has a picture of an educational aid and the pattern for its construction. In addition, the format for each activity includes a description of the object, purpose, behavioral objective, and procedures and use. Although developed for the visually impaired, this book contains a wealth of construction plans for educational devices to be used with any population.

Bell, T. H. *Your Child's Intellect: A Guide to Home-Based Preschool Education.* Olympus Publishing Company: Salt Lake City, Utah. 1973. (191 pp.)

This book combines theory with practical application throughout the infancy and early childhood. Each chapter is assigned a specific age level and contains information concerning normal development. At the end of each chapter there are suggested activities, using household items, which may be used to enhance the developmental skills discussed. The pictures accompanying the activities assist the explanations given for the activities.

Bessell, Harold; and Ball, Geraldine. *Methods in Human Development: Activity Guide for Pre-School and Kindergarten.* La Mesa, California: Human Development Training Institute. 1972. (189 pp.)

The guide contains 180 human development circle sessions within the areas of awareness, mastery (or self-confidence), and social interaction. The activities concentrate upon such topics as "Feeling Good," "Mastery of Personal Hygiene," "Learning about Cooperation," and "Understanding How My Behavior Affects Others." The Human Development Program is a cur-

ricular approach designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships.

Association for Childhood Education International. *Bits and Pieces: Imaginative Uses for Children's Learning.* Bulletin 20-A. Washington, D.C.: Association for Childhood Education International. 1967. (72 pp.)

This guide is most helpful for it stimulates the reader to "stop, look, and create." It offers discussions concerning the use of the environment to teach science, musical instruments from rustic materials, common objects used in learning math, simple puppets, and dramatic play. It lists all sorts of materials to be saved for use in conjunction with toys and games.

Blumenfeld, Jane; *et al. Help Them Grow! A Pictorial Handbook for Parents of Handicapped Children.* Nashville, Tennessee: Abingdon Press. 1971. (64 pp)

Although this handbook will be useful with different types of handicapped children, the authors have especially directed it to the parents of young mentally handicapped children and seek to provide them with suggestions for teaching, in the home, basic skills which will enable their children to grow as individuals. The book addresses itself to activities related to self-help skills, social skills, communication skills, and sensory and motor skills, and offers additional sources of information related to agencies, associations, and books for parents.

Buist, Charlotte A.; and Schulman, Jerome L. *Toys and Games for Educationally Handicapped Children.* Springfield, Illinois: Charles C. Thomas, Publisher. 1969. (228 pp.)

This book offers the names of specific toys and games and manufacturers, as well as suggested sex and age for each. The categories included within the book are visual perception, auditory perception, retention and recall, conceptualization, fine and gross motor, and verbal expression. The index includes the names and addresses of 41 manufacturers of toys and games.

Cahoon, Owen W. *A Teacher's Guide to Cognitive Tasks for Preschool.* Provo, Utah: Brigham Young University Press. 1973.

The tasks presented in the book are simple, inexpensive, and easily tested. They help in the instruction of such concepts as substance, class, seriation, length, number, and weight. Included is an evaluation system whereby a child's cognitive level may be assessed.

Caney, Steven. *Steven Caney's TOY BOOK.* New York: Workman Publishing Company. 1972.

This book contains many pictures and illustrations which assist those who are interested in making some or all of the 51 toys presented. There is a recommended age given for each toy, and the toys are used for discovery, for pretending, for building and games, and for action and design. Many of the toys can be made by the child from common items around the home.

Chappel, Bernice M. *A Time for Learning: A Self-Instructional Handbook for Parents and Teachers of Young Children.* Worthington, Ohio: Ann Arbor Publishers, Inc. 1974. (144 pp.)

In addition to providing instructional guides and child development information, this book offers 225 tested activities, exercises, and games, together with a wide selection of variations and suggestions to promote learning experiences to young children. The activities focus upon the interest of the infant, sensory experiences, coordination, listening, communication and language, art, creativity, science, social behavior, reading and phonics, arithmetic, and general knowledge. The activities are expressed in general terms with some illustrations.

Cole, Ann; *et al. I Saw a Purple Cow and 100 Other Recipes for Learning.* Boston, Massachusetts: Little, Brown and Company. 1972. (96 pp.)

Many of the activities in this book are particularly useful to parents, teachers, and children in specific situations or with particular educational goals, such as sick in bed, traveling or writing, math readiness, and reading readiness. The materials needed for the activities are made from common everyday, inexpensive materials, and the directions for construction of each are clearly stated and illustrated.

_____; *et al. Recipes for Fun: Learning Activities for Young Children.* Fourth edition. Northfield, Illinois: PAR Project. 1974. (44 pp.)

This activity book is designed for parents, teachers, and others who work with young children. It contains basic activities that are fun and easy to do at home or school. The materials used with the activities are made from common items, and directions for construction are included. The activity units include make-believe, music and rhythm, making things, party fun, learning games, and exploring. Available also in Spanish.

_____. *More Recipes for Fun: Learning Activities for Children Ages 3 to 11.* Northfield, Illinois: PAR Project. 1974. (44 pp.)

This book offers a wide range of indoor and outdoor activities that provide opportunities for practicing and developing learning skills. Siminar to *Recipes for Fun*, this book focuses upon activities related to back-to-school, indoor crafts and games, discovery, outdoor crafts and games, and newspaper fun.

_____. *Recipes for Holiday Fun: Creative Activities for the Family.* Northfield, Illinois: PAR Project. 1973. (38 pp.)

This book is designed to enrich the entire family's enjoyment of the various occasions celebrated throughout the year. Within its pages are ideas for games, crafts, decorations, parties, festive foods, and homemade gifts to mark each event on the calendar. Recommended for ages two through twelve.

Connor, Frances P.; and Talbot, Mabel E. *An Experimental Curriculum for Young Mentally Retarded Children.* New York: Teachers College Press, Columbia University. 1970. (300 pp.)

This manual offers a thorough discussion regarding curriculum and how to implement programming into a system. Although the target population is the young mentally retarded child, the theory presented and the concepts discussed regarding curriculum development apply to any program. The specific activities are in the areas of intellectual development, imagination and creative expression, social development, emotional development, manipulative development, motor development, and self-help. These activities are arranged in five-point developmental scales for the teachers' use in viewing teaching-learning processes. These indicators (scales) begin at the very elementary level and progress to more complex processing, which is an outstanding strength of this manual, since a caretaker can

identify the behavior of an infant or young handicapped child and know what types of activities to use to promote and prepare the child for actual performance of a task. (If a child can't hold a spoon . . . don't have him practice using a spoon but engage in the activities which are the forerunners to spoonholding . . . very basic.)

Cratty, Bryant J. *Developmental Sequences of Perceptual-Motor Tasks.* Freeport, New York: Educational Activities Inc. 1967. (88 pp.)

It is the purpose of this book to present selected developmental sequences of perceptual-motor activities which will be helpful in the education of retarded and neurologically handicapped youngsters. The activities center round developing skills in perceptions of the body and of its positions in space, balance, locomotion, agility, strength, endurance, catching and throwing balls, manual abilities, and moving and thinking. The book contains many helpful illustrations to accompany the activities.

_____. *Development through Action: Early Childhood Education General Physical Education.* Anaheim, California: Skill Development Equipment Company. 1973. (80 pp.)

This book includes a discussion of early childhood development and physical education. The Sections include activities related to beginning tumbling and movement development, learning games, social development, throwing and fighting, and vigorous relays and individual activities. Many of the instructions are accompanied with illustrations and although the activities include equipment developed by the publisher, many of the items can be substituted or adaptations made using homemade items instead.

_____; and Breen, James E. *Educational Games for Physically Handicapped Children.* Denver: Love Publishing Company. 1972. (91 pp.)

The chapters of this book include activities related to basic lead-up activities, games requiring moderate effort, vigorous games, learning games, and circuital activities (games involving obstacle courses). The instructions for each game are clearly stated and most are accompanied with a pictoral illustration. The games are directed toward those children who are in wheelchairs, use crutches, or have other physical restrictions.

———————; and Szczepanik, Sister Mark. *Sounds, Words, and Actions.* Freeport, New York: Educational Activities, Inc. 1971.

This set of activity cards is divided into sections of 49 movement games to enhance the language art skills of elementary school children. Each activity includes equipment, method, and age level (normal or retarded). The subject areas include letter identification, phonics, linguistic skills, reading, and listening. Each section is preceded by a card containing special teaching ideas appropriate for use within that section. At the end of the card packet there is a bibliography together with a materials list so that enterprising teachers may further explore the literature to expand their knowledge of how to add variety to the activities.

Croft, Doreen J.; and Hess, Robert D. *An Activities Handbook for Teachers of Young Children.* Second edition. Boston, Massachusetts: Houghton-Mifflin Company. 1975. (199 pp.)

This book contains many detailed instructions and helpful hints related to language, science, arts, pre-math, and cooking. At the end of each section there is a bibliography of resources. The format of each activity includes concept, materials, procedures, and variation and lends itself to clarity for understanding and implementing the activities.

Curriculum Guidelines for Kindergarten Activities. Magnolia, Arkansas: Magnolia Public School District. 1973. (91 pp.)

This book contains meaningful activities for five-year-olds, including auditory perception, language development, visual perception, social studies, science, mathematics, health, gross motor, music, and art. Each section includes suggested books, films, materials, and other aids. It is complete in the variety of topics within each subject area and would be useful for parents and teachers and others working with young handicapped children.

De Franco, Ellen B. *Learning Activities for Preschool Children: A Home Teaching Handbook for Parents.* Salt Lake City: Olympus Publishing Company. 1975. (120 pp.)

This publication offers suggestions as to how to interest children in activities and how the child learns. The activities include the areas of language development, sensory motor

science, and mathematics. There are ten basic activities for each area with additional or more difficult variations of each activity included. The format of each activity includes suggested age range, purpose, concepts to be taught, skills to be developed, vocabulary to acquire, materials needed, and suggested activities. Appendices A and B give additional help, with Appendix A listing titles of books and pamphlets which might be of interest to a parent. These are divided into two categories: (1) parent-child interaction and child development, and (2) home teaching how-to-do-it books. Appendix B lists different kinds of materials to use in the activities for little or no cost and places where you might be able to find the materials.

_____. *Parent Education Methods and Learning Activities for Preschool Children: A Home Teaching Handbook for Teachers.* Salt Lake City: Olympus Publishing Company. 1975. (136 pp.)

This publication offers suggestions concerning how parents learn and how to conduct home visits. Also included is a chapter on adapting activities to the individual child. The activities are the same as those in *Learning Activities for Preschool Children* (above) and the appendices are expanded to include a section on suggested reading for teachers, with a list of books and pamphlets in child development, general preschool education, cognitive development, methods for teaching, and practical applications of preschool education and parent education. The other addition to the appendix is a section on the instructions for administering the simple WRAT test that is used in adult basic education.

_____; and Pickarts, Evelyn M. *Dear Parents: Help Your Child to Read!* New York: American Book Company. 1972. (140 pp.)

This book contains 76 activities, many of which could be used with the child who needs to acquire reading readiness. General suggestions are given to support each activity, and at the end of each section a checklist for games is given to assist the parents and others in determining the level of efficiency the child has attained.

Development Activities for Young Children Birth to 3 Years. Developed by Sewall Early Education Development Program, Sewall Rehabilitation Center, Denver, Colorado. 1975 (50 pp.)

This book contains a series of developmental activities that demonstrate how simple, everyday activities are used to obtain a variety of therapeutic objectives. The activities will stimulate growth in the following areas of development: gross motor, fine motor, speech and language, social-emotional, adaptive reasoning, and self-help. The guide also contains definitions of terms and equipment list of materials. Each activity contains a description of the equipment needed, the procedures to be used and primary and secondary objectives.

Fredricks, H. and (10 others). *A Data Based Classroom for the Moderately and Severly Handicapped*. Monmouth, Oregon: Instructional Development Corporation.

This book describes the complete classroom model developed by the Teaching Research Infant and Child Center. A complete task analyzed curriculum which includes self-help skills, motor skills, receptive and expressive language, and basic cognitive skills.

Dorward, Barbara. "Teaching Aids and Toys for Handicapped Children." Reston, Virginia: The Council for Exceptional Children. 1960. (60 pp.)

The purpose of this manual is twofold: first, to describe the construction and use of a number of teaching aids and toys that have been useful to teachers of handicapped children; second, to give teachers ideas for developing similar materials to suit the needs of their pupils. Some specific uses for the materials in teaching basic concepts and some of the possible modifications of the materials are listed.

DuBard, Etoile. *Teaching Aphasics and Other Language-Deficient Children*. Hattiesburg, Mississippi: University of Southern Mississippi, University Press of Mississippi. 1974. (337 pp.)

This manual provides materials related to the theory and application of the Association Method (McGinnis) approach to teaching aphasics. It offers many suggested activities concerned with language deficiencies. Many of the activities contain illustrations and examples of the types of materials to use.

Educational Aids for Visually Handicapped. Second edition. Louisville, Kentucky: American Printing House for the Blind. 1971. (83 pp.)

The purpose of this publication is to provide educators and parents with sources of related educational materials and aids which can be used to improve and strengthen instructional programs for visually handicapped children. Generally the publication contains listings of tactile aids and materials that have been specifically designed for that population. Many of the items would be appropriate to use with any child. Included are sources for practical art (sewing), preschool items such as a button frame, form board, textured beads, clothing fastening devices, touch and tell, and so on; reading aids; recording and sound equipment; science instruments; vocational education or industrial arts; and Braille equipment, including special typewriters.

Engels, Rose C. *Language Motivating Experiences for Young Children.* Los Angeles: D.F.A. Publishers. 1968. (267 pp.)

This book discusses the important aspects of language acquisitions and develop and provides language-related activities (receptive and expressive) in the areas of art, cooking, dramatic play, motor, music, science, "messy," and sensory, including smelling and tasting, story time, trips, water play, and other small group activities. Also included are lists of books for teachers and for children. There is an evaluation model and other assessment information. Each experience gives the material needed, things to do, things to talk about, variations, and in some situations, special adaptations for the visually (and other) handicapped. This book, although a product of a federally sponsored project which attacked the language problems of the mentally handicapped, provides many helpful "language experiences" for young children.

Farrald, Robert R.; and Schamber, Richard G. *Handbook I: A Mainstream Approach to Identification, Assessment, and Amelioration of Learning Disabilities.* Sioux Falls, South Dakota: Adapt Press. 1973. (523 pp.)

This handbook serves as a diagnostic and prescriptive technique resource, particularly in the areas of visual, motor, verbal, auditory, and orientation skills. It discusses learning and learning style and includes specific lesson plans which state the area of disability, the general descriptors—observable behaviors, and teaching strategies. Also included is an annotated bibliography of instructional materials which lists the company, the skill

areas, the approximate instructional age, and a brief description of the materials.

Findlay, Jane; *et al. A Planning Guide to the Preschool Curriculum, the Child, the Process, the Day*. Winston-Salem, N.C.: The Chapel Hill Training- Outreach Project Materials. (Available through Kaplan School Supply Corporation.) 1974. (411 pp.)

This guide provides 44 weeks of daily plans that are suggested for young children. The activities are multi-sensory, and the contents of the guide offer suggestions for prescriptive teaching and instructional objectives. Attention has been given to the prerequisites for accomplishing "simple" tasks, and many of the activities begin at a very low level of functioning and progress to higher levels. Also included is a list of books and of music for children.

Finnis, Nancie R. *Handling the Young Cerebral Palsied Child at Home*. New York: E. P. Dutton Company, Inc. 1968. (224 pp.)

This book uses simple terms and 165 drawings to assist parents in understanding the reasons for their child's difficulties, and describes the means to help the child attain maximum independence through the use of the techniques and aids presented. Also provided is a section on suppliers of accessories and equipment, which gives to the reader the names and addresses for sources of such items as shoes, feeding and drinking accessories, strollers, and other miscellaneous items.

Forte, Imogene; *et al. Center Stuff for Nooks, Crannies, and Corners*. Nashville, Tennessee: Incentive Publications, Inc. 1973. (375 pp.)

The contents of this book have been developed to help teachers use the learning center approach to individualizing classroom instruction. Step-by-step directions for planning and implementing a wide variety of activities are included, which lend support to teaching communication skills, environmental studies, and quantitative studies, and the appendix contains many resource references. The book is illustrated and offers many examples of games which can be easily constructed.
(Note: Another book from the same publisher is *Kids' Stuff: Kindergarten and Nursery School*.)

Freed, Alvyn M. *T.A. For Tots and Other Prinzes*. Sacramento,

California: Jalmar Press, Inc. 1974. (Distributed by Price, Stern Sloan Publishers, Inc., Los Angeles.) (232 pp.)

This book is leveled at children in the preschool and first grade levels and is part of the *Transactional Analysis for Everybody* series. The purpose of the book is to assist children in understanding their setting and to deal with it more effectively. Through illustrations and short narratives, such things as feeling good and feeling bad, being afraid and what to do about it, and other human relationships are discussed.

Furfey, Paul H. (Editor). *Education of Children Aged One to Three: A Curriculum Manual.* Washington, D.C.: The Catholic University of America School of Education, Curriculum Development Center. 1972. (202 pp.)

The book offers many practical activities which incorporate common, everyday materials. The suggested narration is included for each activity, although the caretaker is encouraged to "use your own language." The format of each activity includes the type of skill the activity will develop, rationale for the activity, materials needed, related things to do at another time, and helpful hints on how to teach through play. Also included is a section on materials available (books, toys, music, puzzles, and so forth).

Gordon, Ronnie. "The Design of a Preschool 'Learning Laboratory' in a Rehabilitation Center." New York: Institute of Rehabilitation Medicine, New York University Medical Center. 1969. (61 pp.)

Although not directly related to curriculum materials, this monograph offers many basic designs for furniture and equipment and their arrangement for use with young children. The pictures and drawings assist in developing understanding of the dimensions and construction of many useful items such as sinks, tables and chairs, sand and water table, easel (particularly adapted for those who are required to use their feet for art work), and many other useful classroom furnishings. Those in need of guidance in determining the needs and how to construct equipment and furniture for the handicapped will find this monograph capable of meeting such a need.

_____. "The Design of a Preschool Therapeutic Playground: An Outdoor 'Learning Laboratory'." Monograph No. 47. New

York: Institute of Rehabilitation Medicine, New York University Medical Center, 1900.

This publication contains a discussion on the criteria for selection of activity areas, provides drawings with dimensions for construction of outdoor equipment, and is a useful guide for those interested in constructing or modifying playground equipment to meet the needs of exceptional children.

Hackett, Layne C. *Movement Exploration and Games for the Mentally Retarded*. Palo Alto, California: Peek Publications. 1970. (120 pp.)

The illustrated book contains many activities related to movement exploration; body image and space awareness; self-confidence; visual focusing and balance, strength, and endurance; and hand-eye coordination. The appendix includes information concerning the construction and acquisition of equipment and materials useful for movement exploration. Also included is a helpful summary chart of games and activities that displays which activities are appropriate for various levels of difficulty.

Halliday, Carol. *The Visually Impaired Child's Growth, Learning Development: Infancy to School Age*. Louisville, Kentucky: Instructional Materials Reference Center, American Printing House for the Blind. 1971. (87 pp.)

In addition to providing a description of the visually impaired child and special helps needed, this publication lists and describes education materials especially suited for this population. It also lists the names and identifies salient agencies, programs, and services that provide information or aid, and lists developmental educational materials, pertinent books, and related resource materials.

Hatfield, Antoinette; and Stanton, Peggy. *Help! My Child Won't Eat Right*. Washington, D.C.: Acropolis Books, Ltd. 1974. (168 pp.)

This book offers more than two hundred magic meals and nutritious recipes for use with young children. Teaching aids and charts and illustrations specifically designed to appeal to children are included. It is unique in its contents and appealing in its application since its activities are centered round making nutrition interesting and fun.

Hirst, Cynthia C.; and Michaelis, Elaine. *Developmental Activities for Children in Special Education*. Springfield, Illinois: Charles C. Thomas, Publisher. 1972. (258 pp.)

This text is for those teachers whose training is in the field of special education with no specialization in physical education. It is also written to provide an elementary progression of activity presentations for those learners employed at the training centers for the handicapped. The sequences in the text range from a simple and basic analysis to the complex and complete skill in a variety of activities. The purpose of this book is to present a program of physical activities which help the child with learning disabilities to develop, according to each child's potential, those physical skills necessary for enjoyable living. Academic skills have been integrated into the practice activities presented for physical development. There are many illustrations to assist the reader in understanding the positions of the child for the activity. The format includes directions for formation of children (group activity), equipment, number of players, description of the game, and teaching suggestions.

Homemade Innovative Play Equipment. In *Handicapped Children in Head Start*. Reston, Virginia: Council for Exceptional Children. 1974. (90 pp.)

The guide contains instructions for the construction of homemade innovative play equipment for activities in physical education and recreation for impaired, disabled, and handicapped participants. The annotated bibliography offers nine references on this subject matter. The appendix includes a classification index which identifies the devices and equipment with its purpose; for example, the slant ramp assists in developing eye-hand coordination, eye-foot coordination, static balance, and so forth. The format of the guide is such that each item of equipment has been clearly stated, and there are illustrated directions for construction. Each has the following: statement of purpose, possible activities, helpful hints, safety considerations, materials, and approximate cost.

"H.O.M.E. Pre-Three Activities." La Junta, Colorado: H.O.M.E. Parent Child Centers, Inc. 1971. (12 pp.)

Although rather brief in its content, this publication offers an excellent example of what can be accomplished using common items as teaching aids. The "kits" used with each activity

contain items found around the home, and the format of the publication offers a section on equipment needed, aim of the activity, and purpose, and is illustrated with pictures of parent and child working together.

Honig, Alice S.; and Lally, J. Ronald. *Infant Caregiving: A Design for Training.* New York: Media Projects, Inc. 1972. (206 pp.)

This book contains methods, materials, and ideas which are helpful to all who are involved with infants and young children in any way. It offers practical suggestions for activities related to all aspects of child development, including muscle control, sense experiences, language development, and so on. The pictures and illustrations are helpful in demonstrating techniques and construction of useful play materials.

Humphrey, James H.; and Sullivan, Dorothy D. *Teaching Slow Learners through Active Games.* Springfield, Illinois: Charles C. Thomas, Publisher, 1973. (189 pp.)

After a discussion of the identification of various types of slow learners, the theory of active games learning, research, and factors influencing learning through active games, the text contains other outstanding features such as over two hundred active games for use in helping children learn in the areas of reading, mathematics, and science. Each game contains the concept or skill to be learned, along with a specific application of the game in development of the concept or skills.

Innovative, Inexpensive Instructional Materials. Lexington, Kentucky: Lexington Cerebral Palsy of the Bluegrass, Inc. 1974. (104 pp.)

Developed and compiled by the staff, teachers, and parents of this organization, the manual offers many practical activities supported by homemade toys and games. Instructions for the construction of the materials are given. Also included is an immensely worthwhile section which lists songs that contribute to areas of development and gives names of books, the name of song and page, and the areas of development; i.e. motor, cognitive, language, and so forth. The overall teaching materials include motor, language, mini-units (video tapes available), songs finger plays, and so on, and addresses of source materials.

Johnson, June. *838 Ways to Amuse a Child.* New York: The Macmillan Company. 1960. (220 pp.)

This book contains creative projects and ideas for children ages six to twelve. The crafts, constructions, hobbies, and games are designed from shoeboxes, egg cartons, soap, crayons, empty jars, and many other everyday, available objects. End-of-chapter bibliographies provide further subject reading and addresses of activity organizations for children. The activities are related to hobbies, fun with science, nature lore, convalescence, and travel.

John Tracy Clinic. *John Tracy Clinic Correspondence Course for Parents of Preschool Deaf Children.* Mrs. Spencer Tracy, Founder and Director; Virginia B. Thielman, Director, Correspondence Course and Staff. Los Angeles. 1968. (Approximately 300 pp.)

This complete volume is available only to persons or organizations professionally interested in deaf children. It is not planned for classroom use. The lessons are planned for parents to use with their deaf children age five and under, and are adapted to each child through personal letters from John Tracy Clinic, based on the parents' report on their use of our educational material. In addition to providing activities, this book is filled with other information. For example, at the end of each lesson there are hints concerning the child's own play, special games, and things to "buy or borrow." The section on "play and play materials" offers insight into natural playthings, how to select toys, how to make your own play equipment, and so on.

Karnes, Merle B. *Helping Young Children Develop Language Skills: A Book of Activities.* Reston, Virginia: Council for Exceptional Children. 1968. (134 pp.)

The activities included in this book were designed by teachers to improve the language skills of culturally disadvantaged preschool children but may be used with any child. The activities reflect the language model used in the Illinois Test of Psycholinguistic Abilities (ITPA) and focus upon the five major processes of (1) understanding (decoding), (2) determining relationships (association), (3) closure (integration), (4) expressing ideas (encoding), and (5) memory. In addition to offering procedures to follow, each section includes the names of specific games and where they can be purchased.

Kelly, Clare A. "Suggested Outline for Auditory Perception Training." Tallahassee: Florida Department of Education, Bureau of Education for Exceptional Children. 1971. (52 pp.)

This publication offers many activities which are helpful in stimulating and developing auditory perception. The author has outlined each activity by stating its purpose, the materials to be used, and directions for the game involved. There is also suggestions as to how to increase the difficulty, if desired. The illustrations of design of the games is given in such a simple manner that they can be easily reproduced.

Knight, Robert M.; and Thompson, Audrey A. "Training Suggestions for Children with Perceptual Deficits." Ontario, Canada: Canadian Association for Children with Learning Disabilities. 1966. (50 pp.)

The purpose of this publication is to provide in summarized form a basic list of suggestions, made in various books, articles, and by the authors, regarding training techniques for children with specific leraning deficits. It discusses the pattern of deficits and abilities of children, the tasks which are appropriate for training in these areas, and offers activities to enhance development in the areas of olfactory and gustatory, tactual, kinesthetic, spatial relations, auditory, visual, auditory-visual, auditory-kinesthetic, visual kinesthetic, and reasoning.

Kokasha, Sharen M. *Creative Movement for Special Education.* Belmont, California: Fearon Publishers, Lear Siegler, Inc. 1974. (65 pp.)

This book contains a collection of ideas used with retarded and slow-learning children. The lessons were created for a functional curriculum in which concrete experiences formed the basis for learning. The book emphasizes creative movement to enhance self-understanding and imagination. The ideas presented involve self-expression through sensory motor experiences.

Koontz, Charles W. *Koontz Child Developmental Program: Training Activities for the First 48 Months.* Los Angeles: Western Psychological Services. 1974.

This manual contains a performance evaluation scale which may be used to assess the level at which the infant or young child is functioning. Parallel to the items of the scale are activities which may be used to develop such skills as gross motor, fine motor, social development, and language development. This is one of the few manuals on the market which identifies

the lowest levels of functioning — from birth on. There is a possibility of 550 performance items within the manual. The instructions are clearly stated, and "special notes" included with many of the activities are helpful.

Liepmann, Lise. *Your Child's Sensory World.* New York: Dial Press. 1973. (325 pp.)

The author suggests that the games given in the book are for children within the three to twelve-year-old range, but it is up to the caretaker to determine the most appropriate games to use. A guide is provided to assist in the selection of games related to hearing and speaking, touch, movement, seeing, sense of smell, and sense of taste. Included are suggested reading materials (for parents) which relate to the sensory world.

Machado, Jeanne M. *Early Childhood Experiences in Language Arts.* Albany, New York: Delmar Publishers. 1975. (176 pp.)

The planned experiences and daily activities in this text are based on an understanding of young children and their potential. There are sections devoted to an understanding of language development in the young child, listening, speaking, written communication, and reading. The unit on "resources for language development materials" discusses types of materials, staff-made materials, and commercially developed materials.

Marshalltown Behavioral Prescription Guide. Manuals IIA, IIB, IIC. Marshalltown, Iowa: The Marshalltown Project Preschool Division.

Curriculum materials developed by this project include three manuals categorized into three skill areas: communication, motor, and social. More than fifteen hundred strategies are listed which are compatible with the Behavioral Developmental Profile. The activities within each manual uses common household items and toys, and each activity contains a correlation number to the profile, behavioral objective, measurement criteria, materials needed, and step-by-step procedures. The manuals were designed for use in the home by parents of preschool handicapped and culturally deprived children.

Mayesky, Mary; *et al. Neuman, Donald; Wlodkowski, Raymond J. Creative Activites for Young Children.* Albany, New York: Delmar Publishers. 175. (185 pp.)

A wide variety of activities for three- to five-year-old children. The activities are concerned with developing esthetics, including arts and crafts, we well as activities related to play, science, and foods. Each unit begins with carefully worded, easy-to-understand objectives and ends with a review, with answers provided so that readers can check themselves to see what they have learned. Also included is a section on planning, presenting, and supervising early childhood education programs.

McDiarmid, Norma J.; *et al. Loving and Learning: Interacting with Your Child from Birth to Three.* New York: Harcourt, Brace, Jovanovich. 1975. (306 pp.)

Working on the premise that it is the emotional component which provides the basis for a child's intellectual and social development, the authors show how love, physical contact, and simple interaction with the baby or toddler will foster the child's curiosity and lead to an emotional stability that will have a profound effect on his or her later life. Play as a learning stimulus is emphasized, and the book includes many activities, exercises, and games to stimulate a newborn infant. The book also includes a glossary and bibliography containing references for parents, craft books for parents and toddlers, nursery songs, finger play, and books for children. The appendices include recipes, directions, and illustrations on things to make, and other helpful hints.

Menconi, Patricia; and Steiger, Jeanne. "Volunteers' Perceptual Motor Manual" Houston, Texas: Menconi and Steiger. (9910 Pinelake Drive). 1972. (92 pp.)

The purpose of this publication is to make available a practical, down-to-earth guide for volunteers working with groups of children. Most of the activities are based on the perceptual programs of Frostig. Also included are sections on equipment and how to make it, and a glossary of terms.

Miele, Norma; and Smith, Sara E. *Help!! for Parents and Teachers: A Handbook to Enhance Learning Potential.* Ridgefield, New Jersey: Educational Performance Associates. 1974. (131 pp.)

Discussed in this book is information regarding the nature of learning and the various processes involved. The selection of

activities was based upon practicality, ease of use, and interest to children. The major sections include gross motor, fine motor, auditory perception, visual perception, and communication skills. The cross-reference index of activities is helpful, and each activity states the problem area, the activity, the age range, the objective, materials, directions, and suggestions and variations.

Miner, Louise. *Make It — Teach It: Perceptual Motor Learning Activities.* Johnstown, Pennsylvania: Mafex Associates, Inc. 1971. (67 pp.)

The format of each activity includes a section on why, what, and how. In addition, each activity is accompanied by an illustration of the simple toy or game to be constructed. The skills to be developed include body image, tactile discrimination, eye-hand coordination, auditory perception, form perception, spatial relationships, and motor skills. The book includes a list of materials to collect and additional suggestions for homemade toys and games.

Napier, Grace D.; *et al. Handbook for Teachers of the Visually Handicapped.* Louisville, Kentucky: American Printing House for the Blind. 1974. (95 pp.)

This handbook was prepared primarily for teachers of the visually handicapped, and offers suggestions on ways to help a blind child feel more comfortable and adequate. To accomplish this, the contents include sections on communication skills, techniques for daily living, and reading readiness. There are also listings of sources for state information and materials for the visually handicapped. Although the activities are specifically directed toward the visually handicapped, all others may benefit from most of the activities included.

Oakland, Thomas; and Williams, Fern C. *Auditory Perception.* Seattle, Washington: Special Child Publications, 1971. (175 pp.)

The contents of this book are concerned with the diagnosis of and development in language and reading abilities, and explains the importance of auditory abilities and the selection and use of diagnostic methods. There are specific lesson plans that state the objectives, materials, and format for instruction in the areas of sounds, association with pictures, objects, persons, and

sounds which differ in intensity, frequency, duration and pattern. Also given are lesson plans which are related to reading and auditory abilities, such as recognition of specific letter sounds, word endings, and sounds within words. The authors have included a section on the development of auditory abilities, using commercially published instructional materials such as books, filmstrips, games, tapes and records, workbooks and ditto masters, and publishers and vendors.

Painter, Genevieve. *Teach Your Baby*. New York: Simon and Schuster. 1971. (223 pp.)

This book offers many suggested activities for the newborn through three years of age. The areas covered include both sensory stimulation, skill development, and readiness for preacademic and academic learning. The activities use common household items and are well stated so that parents and teachers (caretakers) can use the activities effectively.

Partners in Language: A Guide for Parents. (Companeros en el Idioma: Guia para los Padres.) In *The Prevention of Speech and Language Handicaps*. Washington, D.C.: The American Speech and Hearing Association. 1973. (154 pp.)

This bilingual publication was prepared in English and Spanish and focuses attention on informing parents about normal speech and language development. It provides suggested activities for parents to do with their young child.

Pizzo, Peggy D. *How Babies Learn to Talk* Washington, D.C.: Georgia Applacian Outreach Project of the Day Care and Child Development Council of America. 1974 (85 pp.)

This book combines theory and hints on how to enhance language development in a simple manner. The pages contain illustrations and a sentence or two which, although brief, are filled with information for parents, siblings, grandparents, and all others who are involved with infants. The book contains a section on research notes which have twenty annotated references to support the data or narration of the book.

Platts, Mary E. *LAUNCH: A Handbook of Early Learning Techniques for the Preschool and Kindergarten Teacher*. Stevensville, Michigan: Educational Service, Inc. 1972. (206 pp.)

This book contains general instructions and illustrations for the construction of games related to large muscles, manual dex-

terity, creative play, learning colors, reading readiness, and includes listening and following directions, learning the alphabet, noticing likenesses and differences, and phonics. It also provides help with arithmetic readiness (including counting, learning number names and values, number vocabulary, and geometric shapes, and includes a section on early arts and crafts.

Quick, Alton D.,; *et al. Project Memphis: Enhancing Developmental Progress in Preschool Exceptional Children.* Belmont, California: Fearon Publishers, Lear Siegler, Inc. 1974. (152 pp.)

Although the book is primarily concerned with program development and staff training, it includes many lesson plans related to personal and social development, gross and fine motor development, language development, and perceptuocognitive development. Each lesson contains purpose, equipment, and procedure sections, and indicates the developmental level (year) for which the lesson was designed. The appendix includes examples of education equipment, homemade equipment, and recipes.

Reichard, Cary L.; and Blackburn, Dennis B. *Music-Based Instruction for the Exceptional Child.* Denver, Colorado: Love Publishing Company. 1973. (230 pp.)

It is the authors' contention that all children can benefit from music-based instruction, and this text has been developed to provide special education teachers and others with suggestions, resources, and activities relating to such instruction. Each activity has a statement of outcome (goal), purpose, materials, and procedures. The appendices include an activity cross-reference by outcome (goal) and music; books categorized for use with retarded children; authors' evaluation for series and song books; useful recordings for exceptional children; and musical instruments and their use with exceptional children (including commercial and homemade instruments). A unique book for use with young handicapped children.

Robinault, Isabel P. (Editor). *Functional Aids for the Multiply Handicapped.* New York: Harper & Row, Publishers. 1973. (233 pp.)

The book was prepared under the auspices of the United Cerebral Palsy Association and contains information and pictures of aids to assist in transfer, travel and mobility, per-

sonal care, communications and learning, and recreation for children and young adults. These devices may be purchased or built, and there are five detailed construction procedures. Sources, including names and addresses, for aids and information are also given.

Romney, Emily; and Watt, Dan. *The Musical Instrument Recipe Book*. Newton, Massachusetts: Elementary Science Study of Education Development Center, Inc. 1968.

This book is an outgrowth of an elementary science study unit dealing with musical sounds. The sounds and musical instruments are constructed from a variety of simple objects and materials. This publication is unique and offers clear instructions with pictures for the construction of the items. Also given are the materials required and sources where they can be obtained free or inexpensively, and the tools required. A book list offers additional references which contain ideas for making simple musical instruments.

Roufberg, Ruth B. *Today He Can't. Tomorrow He Can! Your Child from Two to Five Years*. New York: The Learning Child, Inc. 1971. (135 pp.)

The purpose of this book is to help parents and others make wise selection of toys and playthings. It describes playthings that contribute toward each stage of the child's growth and how each plaything meets the child's needs. The text combines theory and practical application of toys and games to enhance learning.

Rowen, Betty. *Tuning In to Your Child: Awareness Training for Parents*. Atlanta, Georgia: Humanics Associates. 1975. (103 pp.)

This book focuses upon informing parents and others on how they can enhance their sensitivity and awareness to their child's behavior. In addition to providing background information concerning child development and how to observe behavior, the text also suggests specific exercises and activities that will help in the study of a child's behavior. There are chapters on observing infants, interacting with toddlers, and "knowing your preschooler or school beginners." There is also discussion concerning some special problems that frequently occur in the growing-up process The authors state that it is

only by "tuning in" to the child — knowing his or her needs and special qualities as a person so that the parent can be most effective and can find the utmost joy and satisfaction in the role of parent.

Shears, Loyda M.; and Bower, Eli M. (Editors). *Games in Education and Development.* Springfield, Illinois: Charles C. Thomas, Publisher. 1974.

The authors discuss such topics as: reasons for playing or not playing games, factors causing games to become "worn out" for the players, and the relationship between game playing and rule acceptance involving the possible growth of freedom out of learning to deal with rules in games. Methods for teaching children to create more effective play for themselves are defined, along with a discussion of how games and play can be used without violating their natural function in children's lives. The book is divided into two sections — the first section offering the theoretical background and the second section providing practical suggestions on how to select and use games for therapeutic purposes.

Sparkman, Brandon; and Carmichael, Ann. *Blueprint for a Brighter Child.* New York: McGraw-Hill Book Company. 1973. (118 pp.)

This book discusses the important features of the preschool years' "mental nourishment" and offers many activities related to readiness skills (learning to see, language development, reading, number concepts, classifying, creativity, and motor development). The chapter called "Just for Fun" offers many activities directed toward just having fun and enjoyment.

Sykes, Kim C.; *et al. Creative Arts and Crafts for Children with Visual Handicaps.* Louisville, Kentucky: American Printing House for the Blind. 1974. (45 pp.)

The activities included in this guide have been adapted for use with both visually impaired and blind children. All are quickly and easily completed, and they use to the fullest extent all of the child's sensibilities. Emphasis is toward activities that give free rein to the child's powers of self-expression to provide a balance with the more formal, traditional crafts that have tended to place less emphasis on creativity. The contents of this guide include activities related to painting, collage, print-

making, sculpture, and fabric design. Each activity contains information concerning materials and equipment needed, procedures, and variations. The pictures and illustrations are also helpful.

Taylor, Barbara J. *A Child Goes Forth.* Provo, Utah: Brigham Young University Press. 1972. (113 pp.)

This illustrated book offers many activities for young children. There are sections on creative expression, language, stories and books, music, movement, sound and rhythm, science, pre-story activities, excursions, special occasions, outdoor equipment, and recipes. At the end of each section, there is an extensive bibliography of books, articles, pamphlets, and records related to the subject content. There are specific teaching aids and behavioral objectives for each learning activity.

_____. *When I Do, I Learn.* Provo, Utah: Brigham Young University Press. 1974. (180 pp.)

The book states that its purpose is to help adults recognize the value and excitement of using spontaneous, natural events to help young children discover their world. It includes numerous ideas to help teachers and parents guide individual children as they get to know themselves and other people; as they discover animals, plants, and water; as they learn to appreciate color, music, language, and books; and as they learn about the relationship between parts and the whole and gain the ability to classify. Each lesson contains sections on preassessment, concepts to be learned, specific behavioral objectives, and learning activities. The appendix offers a section on additional aids which contains information concerning resource materials such as story books, records, music books, and so or..

Technical Assistance Development Systems. "Lessons in Skill Development: Training in Early Education of Children with Handicaps." Chapel Hill: University of North Carolina. 1973. (58 pp.)

This manual provides activities related to gross and fine motor, perception, reasoning, and social-emotional development. The format of each activity contains the following categories: lesson area, materials needed, objectives, procedures, and comments. The activities are specifically designed and used with handicapped children and are presented in such a manner that parents, aides, and others could use them.

Thornley, Marjo. *Every Child Can Learn Something.* Seattle, Washington: Bernie Straub Publishing Company and Special Child Publications. 1973.

Teachers and parents can follow with precision these directions for the basic routines (dressing and undressing, toilet training, bedtime, mealtime, and so forth) that provide the base for further activities (learning to play games, simple tasks, household chores). They can be continued to areas of academic skills, following the detailed curricula and the step-by-step procedures of administering a classroom, with exercises accompanied by the effective use of the suggested materials. A basic vocabulary list is supported by word-matching games and exercises such as rote counting games leading to number concepts and simple arithmetic. Numerous activities develop coordination and visual, sensory, and perceptive abilities.

Tronick, Edward; and Greenfield, Patricia M. *Infant Curriculum: The Bromely-Heath Guide to the Care of Infants in Groups.* New York: Media Projects, Inc. 1973. (179 pp.)

In addition to offering guidelines to parents and educators, this book contains many helpful suggestions for activities related to social interaction and language development. Also very helpful is the section on teaching, learning, and materials. In this section, the authors discuss when and what to teach, the use of toys, and the inventory and storage of toys and materials. In the section on sequences of behavioral development, step-by-step instructions are given for the adult to follow to enhance the development of specific developmental skills.

Turner, Judy. *Educational Activities for Young Children: Creative Play.* San Rafael, California: Academic Therapy Publications. 1973. (80 pp.)

This book presents a wide range of educational activities related to creative play, using water, modeling, sand, art materials, and so forth for the young child up to the age of seven. In addition, there are activities involving imaginative play, including dramatic games, puppets, and indoor and outdoor games. There is a section which presents activities to promote readiness skills. The book gives many illustrations which explain how to make educational and play toys from common inexpensive items.

Tye, Elizabeth. "Nutrition Instruction and the School Lunch:

Ideas on Nutrition Instruction." Magnolia, Arkansas: Magnolia Public Schools. 1974. (47 pp.)

The goal of this guide is to offer activities which relate to both classroom instruction and the school lunch program. It is a unique publication in that it offers nutrition, learning experiences through activities such as art activities using foods, field trips to the kitchen and supermarket, poems and fingerplay related to nutrition, menus for cooking in the classroom, and monthly food activities. Each activity includes a goal, a step-by-step procedure, and follow-up activities. Patterns for puppets to accompany the teaching units are also included.

U.S. Department of Health, Education, and Welfare, Office of Human Development, Children's Bureau. "Fun in the Making." No. (OCD) 73-31. Washington, D.C.: U.S. Government Printing Office. 1973. (30 pp.)

This booklet contains some ideas for making children's toys and games. They are simple and fun to make and encourage and help children to learn and practice specific skills such as the ability to: recognize colors, shapes, and sizes of objects; coordinate hand and eye movements; count; and remember to use words to express themselves. All of the toys and games are made from throwaway materials usually found in the home. Illustrations and step-by-step directions are helpful and will assist those making the items.

Van Etten, Carlene (Compiler). *Directory of Selected Instructional Materials.* In *Handicapped Children in Head Start.* Reston, Virginia: Council for Exceptional Children. 1974.

This document is designed as an instructional materials resource for Head Start teachers serving handicapped children. The major categories include materials which promote visual and auditory discrimination, perceptual and motor development, concept and general knowledge development, language stimulation and development, number readiness, and basic number concepts. Each of the 70 references includes the title of the product, the source, cost, purpose of objectives (if stated), brief discription, and special note of special features or application.

Wagner, Guy; *et al. Games and Activities for Early Childhood Education.* New York: The Macmillan Company. 1972. (151 pp.)

This book contains a wide variety of games and activities which may be used with three-year-olds and older, and are simple in design. Many of the games and activities are helpful in facilitating readiness for reading and math, and include exploring science, dramatic play, stimulating creative art, enriching social studies, and rhythm and movement. There is a listing of sources mentioned in the text and additional references for the young child, parents, and teachers.

_____; *et al. Language Games: Strengthening Language Skills with Instructional Games.* Darien, Connecticut: Teachers Publishing Corporation. 1963. (144 pp.)

The authors discuss the rationale for instructional games and offer 160 activities to promote clarity and originality in speech and writing, to build dictionary and spelling power, and to develop vocabulary and world meaning and enrichment. Each activity is outlined in a section stating the purpose of the players, the materials needed, directions, adaptations, and cautions. The appendix contains a listing of commercial games for building language skills and includes the addresses of the publishers or manufacturers. The index includes a list of 59 language skills that may be reinforced by the use of a variety of games. The games are classified according to four levels of difficulty.

Wedemeyer, Avaril; and Cejka, Joyce. *Learning Games for Exceptional Children.* Denver, Colorado: Love Publishing Company. 1971. (155 pp.)

The games in this handbook may be used in the regular and the special education classroom. Games are designed for one or two children or a group. The book is divided into two sections: primary (K-3) and intermediate (4-6). Over 150 games and variations have been developed in primary language and arithmetic, rhythms, and creative movement. Cross-classification of games according to both academic skills and physical skills area are included in the appendix.

Weikart, David P.; *et al. The Cognitively Oriented Curriculum.* Washington, D.C.: National Association for the Education of Young Children. 1971. (182 pp.)

This guide is based primarily upon Piaget's theory of cognitive development and includes a discussion on teaching

methods and program organization. The activity sections include the areas of classification, seriation, and spatial and temporal relations. Each activity states the conceptual focus and level of representation, and lists the motoric and verbal instructions. It provides basic information for both parents and teachers and is appropriate for use with young handicapped children.

Wolff, Sydney; and Wolff, Caryl. *Games without Words.* Springfield, Illinois: Charles C. Thomas Publisher. 1974. (101 pp.)

The activities contained in this book are based upon Piaget's preoperational and concrete operational stages of development. The book offers background in theory as well as specific directions and examples of toys and games related to such things as ordering, classifying, building a design, and so forth. Although originally developed as an aid to assist deaf children, the activities are appropriate for all young children. In addition to the illustrations, there is also a section on available materials (commercial) and recommended books listed at the end of the book.

The handicapped child has a right to life in which his handicap cast no shadow, but which is full, day by day, with those things which make it worthwhile, with comradeship, love, work, play, laughter, and tears . . . a life in which these things bring continually increasing growth, richness, release of energies, joy in achievement.

—Bill of Rights for Handicapped Children
White House Conference

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